DOCUMENT RESUME

ED 042 545 RC 004 600

TITLE	Migrant Children in Alabama. A Survey to Identify Children of Migrant Workers and Certain Former Migrant Workers in Alabama.
INSTITUTION	Alabama Univ., Tuscaloosa. Coll. of Education.
SPONS AGENCY	Alabama State Dept. of Education, Montgomery.
PUB DATE	Aug 69
NOTE	198p.
EDRS PRICE	EDRS Price MF-$1.00 HC-$10.00
DESCRIPTORS	Agricultural Laborers, Childhood, Curriculum, *Environment, Ethnic Distribution, Federal Programs, Legislation, *Migrant Children, *Migrant Education, *Migrants, School Demography, Self Concept, *Socioeconomic Status
IDENTIFIERS	*Alabama

ABSTRACT

A 1-year study was completed in August of 1969 by the University of Alabama on procedures to identify the children of migrant workers and of former migrant workers in 6 school systems in Alabama (Blount, Cullman, Pike, and Washington County School Systems and Demopolis and Elba City School Systems). The report of this study (1) includes detailed results of surveys which identified migrant children, (2) documents processes followed to provide a basis for developing a system for identifying these children, and (3) provides background information to those interested in migrant education through a survey of pertinent literature. A number of statistical tables are included, along with 64 pages of annotated bibliography. (EL)

ED0 42545

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RECEIVED
SEP 14 1970
NMSU
E.R.I.C.

Migrant Children in Alabama

--

A Survey to Identify Children of Migrant Workers and Certain Former Migrant Workers in Alabama

RC 004600

College of Education
The University of Alabama
Tuscaloosa, Alabama

August, 1969

PREFACE

This report makes a matter of record the results of the first year of operation of an agreement between the University of Alabama and the Alabama State Department of Education. It reflects the outcomes of a survey to identify children of migrant workers and certain former migrant workers in the Blount, Cullman, Pike, and Washington County School Systems and the Demopolis and Elba City School Systems. It should be of some interest to all those people who are seeking to improve education.

The purpose of this report is to:

1. Report the detailed results of surveys undertaken which identified migrant children.
2. Document processes followed to provide a basis for developing a system for identification for migrant children.
3. Provide background information to those interested regarding migrant education through a survey of pertinent literature.

One year of operation during the period up to August 31, 1969, to identify migrant children in Alabama has been completed. During the period much has been learned about what constitutes a successful identification system and much remains to be learned and put into practice.

This publication includes background information believed to be necessary to establish a general frame of reference for persons engaged in identifying and educating migrant children.

This publication presents a discussion of the background information related to migrant children and presents a detailed analysis of the results of the identification procedures conducted under the leadership of the University of Alabama in consultation and concert with the Alabama State Department of Education. It is hoped that this background will serve as a planning base for a refinement of the procedures used to identify migrant children and ultimately to provide an improved educational opportunity for boys and girls in Alabama and elsewhere.

STATE OF ALABAMA

Governor	Albert P. Brewer
State Superintendent of Education	Ernest Stone

State Board of Education:

W. M. Beck, Sr.	Fort Payne
Ed Dannelly	Andalusia
W. C. Davis	Fayette
Rev. Harold C. Martin	Birmingham
Fred L. Merrill	Anniston
Dr. James D. Nettles	Arlington
Victor P. Poole	Moundville
Mrs. Carl Strang	Eufaula
Cecil Word	Scottsboro

Division of Administration and Finance:

Director	W. H. Kimbrough
Assistant Director	J. H. Boockholdt
Coordinator, Public Law 89-10, Titles I, III, and V	W. E. Mellown
Consultant, Public Law 89-10, Title I	E. A. Spear

PREPARED UNDER THE DIRECTION

of

Dr. Paul G. Orr, Dean
College of Education
University of Alabama

STAFF MEMBERS

Dr. F. L. Temple, Head
Department of Administration
and Curriculum Development

Dr. James F. Curtis
Professor of Education

Prepared with the assistance of the following graduate students:

Name	Former Position
Edward M. Lindbloom Project Coordinator	Superintendent, Bullock County Schools, Union Springs, Alabama
A. P. Johnston Assistant Project Coordinator	Teacher, Colegia Nueva Granada, Bogota, Colombia
Stephen R. Wise Assistant Project Coordinator	Teacher, Bevard County Schools, Florida
Ralph Bailey	Superintendent--Principal, Bass Memorial Academy, Lumberton, Mississippi
Jerry A. Cofield	Band Director, Central High School, Lauderdale County, Alabama
Harold Ray Collins, Jr.	Teacher, Belleview Jr. High School, Pensacola, Florida

Willard Crabtree	Internal Auditor, Celanese Corporation, New York, New York
Hunter Draper	Instructor, Jefferson Davis Junior College, Brewton, Alabama
Eugene Elrod	Principal, Winterboro High School, Winterboro, Alabama
Paul Foote	Principal, McAdory High School, Bessemer, Alabama
James Frazier	Assistant Superintendent, Karl C. Parish School, Barranquilla, Colombia
Jo Anne Frazier	Teacher, Karl C. Parish School, Baranquilla, Colombia
Tony Graham	Teacher, Orrum High School, Orrum, North Carolina
Kenneth T. Henson	Teacher, Ashbury Junior High School, Albertville, Alabama
Lynn Headrick	Federal Projects Coordinator, Tuscaloosa County Schools, Tuscaloosa, Alabama
Janice Hyde	Teacher, Ramsey High School, Birmingham, Alabama
Ron Jandura	Mathematics Coordinator, Louisville Country Day School, Louisville, Kentucky
Bill Mitchell	Principal, Whitesburg Junior High School, Huntsville, Alabama
Ernest Moss	Principal, Winfield High School, Winfield, Alabama
Braxton Nail	Principal, Dupuy Elementary School, Birmingham, Alabama

J. V. Sailors	Assistant Principal, Austin High School, Decatur, Ala.
James A. Shepherd	Assistant Principal, Tuscaloosa County High School, Northport, Alabama
Roland Terrell	Department Head, Cocoa High School, Bevard County Schools, Florida
Harold Waters	Principal, Claxton High School, Claxton, Georgia
Brad Wideman	Teacher, Birmingham City Schools, Birmingham, Ala.

Secretarial Staff

Mrs. Phyllis D. Gamble
Miss Marcia Grier
Mrs. Brenda Johnson
Miss Carol Thomas
Miss Connie Winter
Miss Marcia Wood

Consultants

Dr. Merlin Duncan	Vice President for Administrative Affairs, Mankato State College, Mankato, Minnesota
Mr. Jim Brannigan	Curriculum Consultant for Migratory Children, Florida-Atlantic University, Boca-Raton, Florida
Dr. Sarah Folsom	Superintendent of Public Instruction, Arizona State Department of Education, Phoenix, Arizona
Dr. Gloria Mattera	Professor of Education, State University College New York, New York

Mr. Vidal Rivera, Jr.	Chief, Migrant Program Section, Division of Compensatory Education, U.S. Office of Education, Washington, D. C.
Miss Cassandra Stockburger	Director, National Committee of the Education of Migrant Children, New York, New York
Dr. Guy D. Cutting	General Consultant, University of Alabama
Mr. Max Tudor	General Consultant University of Alabama
Mr. Larry White	Director, Migrant Child Survey Center, University of Miami, Coral Gables, Florida

School Systems Attending Initial Meeting

Baldwin County
W. Candler McGowan
Superintendent

Blount County
Clyde Blackwood
Superintendent

Bullock County
R. G. Cook
Superintendent

Chilton County
Gordon Conway
Superintendent

Cullman County
W. Hollis Tucker
Superintendent

DeKalb County
Leon Roberts
Superintendent

Fayette County
R. W. Hollingsworth
Superintendent

Greene County
I. C. Kuykendall
Superintendent

Henry County
James E. Reeves
Superintendent

Houston County
James T. Willoughby
Superintendent

Jackson County
Aubrey A. Clements
Superintendent

Lawrence County
Silas B. Cross
Superintendent

Perry County
L. G. Walker
Superintendent

Pike County
Harold R. Collins
Superintendent

St. Clair County
Hugh H. Williamson
Superintendent

Talladega County
J. R. Pittard
Superintendent

Russellville City
R. M. Courington
Superintendent

School Systems Participating in the Comprehensive Survey

Blount County
Clyde Blackwood, Superintendent
Dwight L. Murphee, Principal
Appalachian High School, Oneonta, Alabama

Cullman County
W. Hollis Tucker, Superintendent
Lecil Smith, Director, Title I
Elton Hall, Principal
Vinemont High School, Vinemont, Alabama
Jack Williams, Principal
Cold Springs High School, Bremen, Alabama
Dalton Sharpton, Principal
Good Hope High School, Cullman, Alabama
Felton Easterwood, Principal
Holly Pond High School, Holly Pond, Alabama
George M. Clegg, Principal
West Point High School, Cullman, Alabama
Henry B. Terrell, Principal
Jones Chapel Jr. High School, Cullman, Alabama
Charles E. Keel, Principal
Logan Junior High School, Cullman, Alabama
Edward Cornelius, Principal
Dowling Junior High School, Crone Hill, Alabama
James Meherg, Principal
Fairview HIgh School, Cullman, Alabama
Clifton Edwards, Principal
Hanceville High School, Hanceville, Alabama
James A. Linton, Interviewer
Cullman, Alabama
William P. Lay, Interviewer
Cullman, Alabama
Marvin C. Carr, Interviewer
Cullman, Alabama
Mrs. Mildred Terrell, Interviewer
Cullman, Alabama

Pike County
Dr. Harold R. Collins, Superintendent
Stanley Echols, Pupil Personnel Service
Mrs. Aubrey Townsend, Correlator
A. J. Townsend, Principal
Pike County High School, Brundidge, Alabama
M. E. Graham, Principal
Hillcrest High School, Brundidge, Alabama

Washington County
John S. Wood, Superintendent
Bennett Weaver, Principal

Demopolis City
A. A. Knight, Superintendent
Fred Bond, Director, Title I
Robert Henderson, Principal
Demopolis High School, Demopolis, Alabama
Robert Templin, Principal
Demopolis Elementary School, Demopolis, Alabama
B. R. Jowers, Principal
U. S. Jones High School, Demopolis, Alabama

Elba City
J. Elmer Taylor, Superintendent
Mrs. Addieleen Prescott, Instructional Supervisor
Lamar Foley, Principal
Elba High School, Elba, Alabama
W. M. Patton, Principal
Mulberry Heights Junior High School, Elba, Alabama
Earl Keller, Principal
Elba Elementary School, Elba, Alabama

TABLE OF CONTENTS

Page

PREFACE ii

LIST OF TABLES. xiv

Section

I. INTRODUCTION. 1

Selection of Pike County for a Pilot Study. 3
The Procedure Used for the Identification of Migrant Children. 4
Participation of Six School Systems in a Survey to Identify Migrant Children. 4

II. THE EDUCATION OF MIGRANT CHILDREN 9

The Migrant System in the United States 9
The Migrant Labor System. 17
The Migrant Child in Alabama. 20
The Definition of the Migrant Child in Alabama. 28
Federal Legislation and Migrant Education 30
Characteristics of the Migrant Child. 36
Characteristics of the Migrant Curriculum 50

III. PRESENTATION OF THE DATA RELATED TO THE IDENTIFICATION OF MIGRANT CHILDREN SURVEYED IN THE STUDY 80

Number of Migrant Families Identified 81
Number of Migrant Children. 82
Ethnic Background of the Migrant Children Surveyed. 84
Geographical Movement of Migrant Children 86
Arrival Dates of the Migrant Children Surveyed by Grade and School System 87
Arrival Dates of the Migrant Children Surveyed in the Blount County School System 90
Arrival Dates of the Migrant Children Surveyed in the Cullman County School System. 91
Arrival Dates of the Migrant Children Surveyed in the Pike County School System 92
Arrival Dates of the Migrant Children Surveyed in the Washington County School System . . . 94

Arrival Dates of the Migrant Children Surveyed in the Demopolis City School System. 95
Arrival Dates of the Migrant Children Surveyed in the Elba City School System 97
Anticipated Departure Dates of the Migrant Children Surveyed 98
Destinations of the Migrant Children Leaving the Schools Surveyed in the Systems Included in the Study 99
The Varying Nature of Migrant and Former Migrant Worker's Occupations. 100

VI. PRESENTATION OF THE DATA RELATED TO THE PRELIMINARY ASSESSMENT OF THE EDUCATIONAL NEEDS OF THE MIGRANT CHILDREN SURVEYED IN THE STUDY. 101

Preliminary Assessment of Educational Needs of the Migrant Children Surveyed in the Blount County School System 101
Preliminary Assessment of Educational Needs of the Migrant Children Surveyed in the Cullman County School System. 101
Preliminary Assessment of Educational Needs of the Migrant Children Surveyed in the Pike County School System 102
Preliminary Assessment of Educational Needs of the Migrant Children Surveyed in the Washington County School System 102
Preliminary Assessment of Educational Needs of the Migrant Children Surveyed in the Demopolis City School System. 102
Preliminary Assessment of Educational Needs of the Migrant Children Surveyed in the Elba City School System 103
Summary 103

APPENDIX A. 114

GLOSSARY. 115

BIBLIOGRAPHY. 116

LIST OF TABLES

Table Page

1. Estimated Number of Hired Seasonal Workers on Alabama Farms by the Type of Worker 1961 Through 1968 25
2. The Number of Possible Migrant Families, Migrant Families Interviewed, and Families Determined to be Migrants by School System 81
3. Number of Migrant Children by Grade and School System 82
4. Number of Eligible Migrant Children by System Compared to the Total Enrollment of the Schools Surveyed 83
5. The Distribution of the Migrant Children Surveyed by Ethnic Background and School System 84
6. The Distribution of Migrant Children by Ethnic Background, Grade, and School System 85
7. The Geographic Movement of the Migrant Children Surveyed by State and School System. 86
8. Arrival Dates of the Migrant Children Surveyed in the Six School Systems Studied by School System and School Year 87
9. Arrival Dates of the Migrant Children Surveyed in the Six School Systems Studied by Grade and School Year. 88
10. Arrival Dates of the Migrant Children Surveyed in the Blount County School System by Grade and School Year. 90
11. Arrival Dates of the Migrant Children Surveyed in the Cullman County School System by Grade and School Year. 91

12. Arrival Dates of the Migrant Children Surveyed in the Pike County School System by Grade and School Year. 92

13. Arrival Dates of the Migrant Children Surveyed in the Pike County School System by School Year and Ethnic Background 93

14. Arrival Dates of the Migrant Children Surveyed in the Washington County School System by Grade and School Year. 94

15. Arrival Dates of the Migrant Children Surveyed in the Demopolis City School System by Grade and School Year. 95

16. Arrival Dates of the Migrant Children Surveyed in the Demopolis City School System by School Year and Ethnic Background. 96

17. Arrival Dates of the Migrant Children Surveyed in the Elba City School System by Grade And School Year. 97

18. Arrival Dates of the Migrant Children Surveyed in the Elba City School System by School Year and Ethnic Background. 98

19. The Anticipated Departure Dates of the Migrant Children Surveyed by Date, Number of Children, and School System. 98

20. The Destination of the Migrant Children Leaving the School Systems Surveyed by State and School System 99

21. The Kinds and Frequency of Migrant Workers and Former Migrant Workers Occupations by School System and Occupation 100

21. The Number of Educational Needs of the Migrant Children Surveyed in the Blount County School System by Grade and Area of Need 105

22. The Number of Educational Needs of the Migrant Children Surveyed in the Cullman County School System by Grade and Area of Need 106

23. The Number of Educational Needs of the Caucasian Migrant Children Surveyed in the Pike County School System by Grade and Area of Need 107

24. The Number of Educational Needs of the Negro Migrant Children Surveyed in the Pike County School System by grade and Area of Need 108

25. The Number of Educational Needs of the Migrant Children Surveyed in the Washington County School System by Grade and Area of Need. 109

26. The Number of Educational Needs of the Caucasian Migrant Children Surveyed in the Demopolis City School System by Grade and Area of Need. 110

27. The Number of Educational Needs of the Negro Migrant Children Surveyed in the Demopolis City School System by Grade and Area of Need. 111

28. The Number of Educational Needs of the Caucasian Migrant Children Surveyed in the Elba City School System by Grade and Area of Need. 112

29. The Number of Educational Needs of the Negro Migrant Children Surveued in the Elba City School System by Grade and Area of Need 113

SECTION I

INTRODUCTION

The constant moving of migrant families would seem to greatly hinder the normal educational progress of their children. To provide for the best education possible for every child in the State of Alabama, some measures must be taken to properly educate the migrant children. Title I of Public Law 89-10 as amended by Public Law 89-750 and 90-247 provides additional funds for school systems desiring to implement specific programs designed to meet the needs of children of migratory agricultural workers.

The University of Alabama and the Alabama State Department of Education recognized their responsibility to provide educational opportunities for the migrant children and as a first step entered into a Memorandum of Agreement for "A Survey to Identify Children of Migrant Workers and Certain Former Migrant Workers in Alabama" on June 20, 1968. This contract agreed that the University of Alabama would provide through its College of Education, "services needed to design, to develop, and to administer an instrument to identify children of migrant workers who are eligible for participation in certain federally funded projects." The agreement further provided that the University of Alabama project coordinator would consult with the State Department of Education to develop the instrument and the procedure to be followed in its application to assure that the project would be equally acceptable to both the University and the State Department of Education.

The original contract called for a termination date of June 30, 1969, but with mutual agreement an extension could be granted through June 30, 1970. In late winter 1969, the University of Alabama requested an extension. The University explained in a letter on March 3, 1969, to Dr. Ernest Stone, State Superintendent of Education, that an extension would enable a far superior program to be developed. The State Superintendent of Education concurred with the University request and permission was granted to continue the contract until August 31, 1969.

The initial survey efforts were to be in Baldwin, DeKalb, Jackson, and Cullman Counties. Later, the agreement called for survey activity to be conducted in counties surrounding the previously identified counties and other counties in which it was thought migrant children might live.

The initial or preliminary survey efforts were made in thirteen counties which included the aforementioned counties. A report to the State Department of Education by the University of Alabama reflected a total enrollment of 81,770 students. 2,830 students were considered by school authorities, in the thirteen school systems, to be migrant children.

One thousand and twenty eight of the total number of migrants or 1.26 percent of the total enrollment surveyed were pupils who had attended school in another state during the current scholastic year prior to the migrant pupil's original enrollment in one of the Alabama schools. These children were considered as inter-state migrants, or students who live in a state or states other than the state of permanent residence while their parent or parents are engaged in seasonal agricultural employment.[1]

Because of parental involvement in seasonal agricultural work, 1,211 or 1.48 percent of the total enrollment surveyed either moved from the community served by the school or withdrew for miscellaneous reasons from the school system to seek employment in seasonal agricultural work. Information on destination was not solicited in the survey, so it was not possible to determine whether these children were inter-state or intra-state migrants.

It was found that 591 pupils or .72 percent of the total number of children in the surveyed school systems had previously attended school in another county or city school system during the current year but had not attended school in the system of present enrollment. The parents of these children had made their location movement because of involvement in seasonal agricultural work, and they were considered to be intra-state migrants.

Selection of Pike County for a Pilot Study

At a meeting in the State Department of Education on March 4, 1969, it was agreed that a pilot study in identification of migrant children in the Pike County High School and the Hillcrest High School would be conducted. Both schools are located in Brundidge, Alabama. The procedures developed by the University would be field tested in the two Pike County Schools, and then the procedures would be refined and used in five other school systems in Alabama.

---

[1] Alfred M. Potts, Providing Education for Migrant Children, (Denver: Colorado State Department of Education, 1961), p. ix.

The Procedure Used for the Identification of Migrant Children

The general procedure used for the identification of migrant children first involved a preliminary survey to determine whether migrant children lived in a school system. This action was taken by the Local Education Agency. If, as a result of this initial step, it had been determined that the probability existed that migrants were present in the school system, a survey of (1) probable migrant children was made or (2) all children in the school system were questioned as to their possible status as migrant children by the Local Education Agency.

Upon request by the Local Education Agency teams consisting of graduate students assisted in implementing the system and acted in the capacity of advisors.

The teams were also active in making "spot-checks" of the parents of migrant children. It had been previously agreed between the State Department of Education and the University of Alabama that a minimum of approximately twenty-five percent of the parents should be visited to verify the information given by the children. This information was used to determine whether the family came under the definition of a migrant. The graduate students were also active in securing the information from teachers, principals, and school records which gave a preliminary indication of the educational needs of the children.

Participation of Six School Systems in a Survey to Identify Migrant Children

Five school systems joined Pike County in requesting that they be included in a detailed survey to identify migrant children. These systems were the Blount, Cullman, and Washington County School Systems and the Demopolis and Elba City Systems.

The State Department of Education and the University of Alabama agreed that the six school systems would be ideal situations in which to conduct an identification of migrant children.

The identification system used in Pike County had not previously been implemented in any form in Alabama and was considered to be a field test. The procedures used were:

1. Completion of the preliminary survey by the Local Education Agency.
2. Completion of a student survey of all the children in two of the nine schools in the system by members of the Local Education Agency.
3. A review of the survey by graduate assistants from the University of Alabama and a member of the staff of the State Department of Education.
4. A spot-check of forty-four percent of the families who had been tentatively identified as being migrants in the two schools surveyed. The spot-checking was done by members of the Local Education Agency. A substantial amount of the spot-checking consisted of visitations in another county to view the migrant workers at their place of employment and to verify the information given on the survey in the schools by the children.
5. Completion of a preliminary assessment of educational needs by graduate assistants from the University of Alabama and selected teachers and principals. School records were reviewed by the educators in conjunction with subjective judgements to assess educational needs.

The results of the survey are shown in Sections III and IV.

The identification system used in Pike County had generally proved successful; it was agreed, also, that the same system and procedures, with minor modifications, should be used in the remaining five school systems.

The identification system used in Blount County consisted of:

1. Completion of the preliminary survey by the Local Education Agency.
2. Completion of student survey of all children in one school, grades one through nine, by the Local Education Agency,
3. Spot-checking of approximately twenty percent of the families who might possibly be identified as migrants. This was accomplished jointly by the Local Education Agency and a graduate assistant from the University of Alabama.
4. Completion of a preliminary assessment of educational needs in one school, grades one through nine, by the graduate assistant from the University of Alabama and the principal and teachers in the school.

The results of the survey are shown in Sections III and IV.

The identification system used in Cullman County was very extensive and detailed. The system consisted of:

1. Completion of the preliminary survey by the Local Education Agency.
2. Completion of a student survey of all children in seven schools by the Local Education Agency.
3. Spot-checking of all families who were tentatively identified as being migrants in the schools surveyed. The spot-checking

was accomplished by graduate assistants from the University of Alabama and selected teachers and principals in Cullman County.

4. Completion of a preliminary assessment of educational needs by graduate assistants from the University of Alabama and selected teachers and principals in Cullman County. School records were used by the graduate assistants and the teachers and principals to make the preliminary assessment of the educational needs of the migrant children.

The results of the survey are shown in Sections III and IV.

The identification procedure used in Washington County consisted of:

1. Completion of the preliminary survey by the Local Education Agency.
2. Completion of a survey of all the children in schools in the system by the Local Education Agency.
3. Spot-checking of approximately 31% of families who were tentatively identified as being migrants in the schools surveyed. The spot-checking was accomplished by a graduate assistant from the University of Alabama and a principal from Washington County who had extensive knowledge of the people and their customs. Visitations were made at the place of employment in another county to view the migrants at work and to verify the information given on the survey by the children in their schools.
4. Completion of a preliminary assessment of educational needs by a graduate assistant and selected teachers and principals in Washington County. School records were used by the investigators and subjective judgements of the teachers and principals were

used to assess the educational needs of the migrant children. The results of the survey are shown in Sections III and IV.

The identification procedure used in the Demopolis City School System consisted of:

1. Completion of a student survey of all children in the Demopolis City Schools.
2. Spot-checking of fifty percent of the families who were thought to be migrants as a result of the survey of the students in the school system. All families spot-checked were migrants. Spot-checking was accomplished by a member from the Local Education Agency.
4. Completion of a preliminary assessment of educational needs by a graduate assistant from the University of Alabama. School records and a conference with teachers of the migrant children was the method used to make a preliminary assessment of educational needs.

The results of the survey are shown in Sections III and IV.

The identification procedure used in the Elba City School System consisted of:

1. A survey of all the children in the School system to determine if they would be designated as migrants.
2. A spot-check of all the families who appeared to be migrants by graduate assistants from the University of Alabama.
3. Completion of a preliminary assessment of educational needs by graduate assistants from the University of Alabama. School records and conferences with teachers and principals and superintendents were the methods used to obtain information for the subjective preliminary assessment of educational needs.

SECTION II

THE EDUCATION OF MIGRANT CHILDREN

The Migrant System in the United States

The seasonal nature of work required for agricultural production has generated a supplementary farmworker system in the United States. This system, intensified in recent years by technological innovation, has resulted in a large and fluctuating seasonal demand for supplementary farm labor. Thousands of migrant workers, many accompanied by their families, travel to places where work is available. This work is frequently of short duration. The migrant finds himself in a stream which often leads nowhere and in a group which is generally speaking at the bottom of the economic scale in the United States.

Most writers classify farm wage workers as "migratory" if they do seasonal work in different locations.[1] Those who leave their homes temporarily to do farmwork for wages in another county within the same State or in another State, with the expectation of returning home at the conclusion of their period of farm wage work, are classified as migratory. Persons who have moved and have done farm wage work during the past five years in two or more counties either in the same or in different States are also classified as migratory farm workers.[2]

---

[1] Alfred M. Potts, Providing Education for Migrant Children, Office of Instructional Services, Colorado State Department of Education, Denver: 1961, p. ix.

[2] Public Law 89-750, United States Statutes at Large, 89th Congress 2nd Session, 1966, p. 1191. Potts, p. ix.

The early historians describe a different type of migration. Many factors contributed to migration. The colonization of New England, New Amsterdam, Virginia, and the Carolinas, the land speculation of the Ohio Company, the parceling out of the Northwest Territory, the breaking of the Oregon Trail, the Gold Rush of 1849, the occupation of Oklahoma--all are part of the panorama of migration. The flood of Negroes entering the Northern industrial centers from their homes in the Old South formed one of the greatest migratory movements of the twentieth century.[1]

The most important reasons for migration today are those that are occupationally related. The results of a study by Johnson and Kiefert support the view that migration is a necessary part of the occupational mobility process. The stable farm workers stated that occupationally related reasons would be the major conditions under which they would leave their present community.[2]

This point of view is also emphasized by the President's Commission on Migratory Labor. The following statements are contained in the Commission report:

> Among the reasons for migrancy, the foremost is that many people find it impossible to make a living in a single location and hence have had to become migratory. We do not find that people become migrants primarily because they want or like to be migrants. Nor do we find that any large portion of American agricultural employment necessarily requires migrant workers.[3]

---

[1] Clifton T. Little, Restless Americans. Public Affairs Pamphlet, (Washington, D. C.: Public Affairs Committee, 1936), p. 1.

[2] Ronald L. Johnson and James J. Kiefert, Factors Involved in the Decision to Migrate and the Impact of Migration upon the Individual and the Sender and Reciever Community. (Grand Forks: North Dakota University, 1968), pp. 22-23.

[3] President's Commission on Migratory Labor, Migratory Labor in American Agriculture. (Washington, D.C.: Government Printing Office, 1951), p. 1.

Within the past decade there is much evidence that, with the opportunity to do so, the migrants of today, like their predecessors, drop out of migratory life. In 1940, there were an estimated one million domestic migrant workers. As employment opportunities were improved during the war, the number was reduced to 600,000.[1]

Migration has many implications. A redistribution of the labor force through internation migration in accordance with available employment opportunities does occur to some extent. The persistent population movement from rural to urban areas in the last four decades is another example. The volume of migration, even migration as a result of agriculture, has varied over the years, these being that more migration in prosperous periods than in recession periods. There is no doubt that the response of migration to economic incentives is not a simple one, but depends on a number of attendant factors.[2] Segalman reports that the migrant is apparently still in the stream which leads nowhere and that they are fortunate if they do not come home heavily in debt; if they come home at all.[3]

The migrant problem is a problem in which nearly all states share. This is obvious from the fact that a great majority of migrants live and work in more than one state in the course of the year. Marcson and

---

[1] Ibid., p. 1.

[2] Migration Into and Out of Depressed Areas. (Washington, D. C.: U. S. Government Printing Office, 1964), p. 5.

[3] Ralph Segalman, Army of Despair: Migrant Worker Stream. (Washington, D. C.: Educational Systems Corporation, 1968), p. 16.

Fasick (1964) report that there were one-half million migrant farm workers in the United States. There were perhaps another million and a half dependents. At some time of the year migrants are to be found, in varying numbers, in forty-seven of the fifty states. An estimated one-third (943) of the counties in the United States have 100 or more migrants at work in them at the peak of the normal crop season. California, Michigan, and Texas annually use over 50,000 domestic migrant workers each in peak season; New York, Oregon, and Florida use 20,000 or more. Twenty-four states use over 5,000 domestic migrant workers, and a total of thirty-nine states use more than 1,000.[1]

The migrant farm labor force has come to be characterized as a group with little voice and vote in the affairs of their working world or their nation. Working in a virtually unregulated system, except for a few federal and state laws, they are dependent upon the crew leader and employer. Seldom able to accumulate enough to escape their poverty, they often become resigned to their lot.[2]

In 1951, three migratory groups were identified.[3] In the 1930's the largest element in our migratory labor group was the "Okie", the collective name applied to displaced people of the farms and service trades of the "dust bowl" area including Oklahoma, Arkansas, Missouri, and Texas. Many of these people were migratory workers throughout the 1930's, but they resettled whenever the opportunity occured.

---

[1] Simon Marcson and Frank Fasick, Elementary Summer Schooling of Migrant Children. Cooperative Research Project No. 1479, (New Brunswick, New Jersey Rutgers University, 1964), p. 2.

[2] Bureau of Elementary Curriculum Development, Educating Migrant Childre (Albany: The University of the State of New York, 1968), p. 2.

[3] Migratory Labor in American Agriculture, pp. 2-3.

"Texas-Mexicans", the term commonly applied to those Texans of Mexican or other Latin American origin, have emerged in the past decade as the largest group in our nation's domestic migratory work force. In previous years, this group was migratory within Texas and from Texas into the Mountain and Great Lake States.

In the past two decades, there has developed a third clearly identified migratory group made up almost exclusively of Negroes who have their home base in Florida. Many of these are ex-sharecroppers or their descendants from other Southern States. They spend the winter in Florida, and in the spring and summer they follow a northward course along the Atlantic shore reaching through the Carolinas, Virginia, New Jersey, New York, and Maine.

More recently, several writers have begun to describe five migrant streams which most migrants follow:[1]

(1) The wheat and small grains harvest movement does not involve any extensive migration of families. Combine crews move from Texas up the grain belt to North Dakota, Montana, and Canada. About 50,000 men, mostly Mexican-American, follow the stream each year.

(2) The Southwest cotton harvest movement begins in Texas and expands into the south western states, ultimately reaching as far as California. Lasting from July to late December, this movement involves some 100,000 workers, for the most part Mexican-Americans.

(3) The sugarbeet and fruit movement lasts from April through October. Beginning in Texas, one branch fans out in the Mountain States, moving as far as the Pacific Northwest, while the other ends in Michigan and Wisconsin. This movement, largely of Mexican-Americans, involves 75,000 workers each year.

---

[1] Marcson and Fasick, pp. 4-5.

(4) The West Coast Stream is followed by Mexican-Americans. Aproximately 100,000 workers move from Southern California northward as far as Washington harvesting fruits and vegetables. This movement begins in May and lasts through December.

(5) The fifth stream begins in Southern Florida and is known as the East Coast Stream. When the Florida winter harvest is in and crops to the north are ripening, this movement of over 50,000 domestic workers extends through the Southeastern States as far north as New York with some workers even reaching New England. It recedes in the fall, until by December it is localized in Florida again. Made up primarily of Negroes intermixed with numbers of whites, this movement harvests a wide variety of crops, from fruits, berries and vegetables, to cotton and tobacco.

These streams are swelled by several hundred thousand foreign workers each year. The first four receive a great influx of Mexican workers, while a large number of Puerto Ricans enter the East Coast Stream. Legal action in 1964 brought about changes in the entry of Mexican workers.

Public Law 78 was the chief law enabling entry of Mexican workers from 1951 to 1964. Termination of this law has caused concern in agriculture and in related segments of the economy. The number of Mexican workers contracted annually under Public Law 78 declined from a high of 445,197 in 1956 to 186,865 in 1963.[1]

Technical and legal changes have brought about changes in labor supply and demand. Mechanization of cultivation and harvesting of cotton and sugarbeets has reduced the need for supplemental labor in these crops. Replacement workers, however, are needed for fruit and vegetable harvest. The estimated number of replacements needed for peak work periods of 1965 was about 45,000 to 50,000 for the California fruit and vegetable harvest; 11,000 for the Michigan cucumber harvest; 5,000 to 6,000 for harvesting vegetables and citrus fruit in Arizona; and up to 5,000 for harvesting vegetables in Texas.[1]

---

[1] R. C. McElroy, Termination of the Bracero Program: Some Effects on Farm Labor and Migrant Housing Needs. (Washington, D.C.: U.S. Government Printing Office), p. 5.

Mechanization has changed migration patterns in the East Coast Stream also. Metzler points out the fact that mechanization of the bean and potato harvests has changed the migration and employment patterns customarily followed by seasonal workers in the Eastern States. The United States Department of Agriculture Employment Services routed workers to seasonal crops in the North Central States. Mechanization of the cotton harvest in the Southeastern States has disrupted the original source of labor supply. An intensified recruiting program is being conducted by the employment service to obtain displaced Negroes in Mississippi, Alabama, Arkansas, Texas, and other Southern States for work in Florida's fruit and vegetable harvest. This program provided seasonal workers in 1966 for that state.[2]

Statistical estimates of migrants must be accepted with reservations. Segalman reminds us that official reports and statistical estimates of migrants are often less reliable because poverty groups and marginal employees are unwilling to contact official employment agencies. Another factor which adds to unreliability in the agricultural employment field is the reluctance of marginal crew chiefs and employers to make reports which may place extra restrictions upon them.[3]

---

[1] Ibid.

[2] William H. Metzler, Ralph A. Loomis, and Nelson L. Leray, The Farm Labor Situation in Selected States, 1965-1966. (Washington, D.C.: Department of Agriculture, 1967), p. 29.

[3] Segalman, p. 7.

Texas supplies some seasonal farm labor to 38 or more states. According to the Farm Placement Office of the Texas Employment Commission, migrant workers who migrated from Texas in 1967 were officially listed at 86,500. This report indicates that the 86,500 workers are a part of the moving population of 115,000 people migrating to the different states.[1]

Current reports indicate that the Florida Stream of migrants continues at a steady pace. Official reports estimate 40,000 migrant workers traveled north in 1967. The Florida group, joined by two to four thousand persons from Georgia, worked its way up the Middle Atlantic States to New Jersey and New York. Estimates show this current continued at the same pace and strenght in 1968.[2] Some 15,000 migrant workers from Georgia, Alabama, Mississippi, and Louisiana leave for Florida in the late fall each year. They are engaged in the citrus and winter vegetable harvest.[3]

Reports indicate that the California and West Coast Migrant Stream is continuing at the rate of 30,000 to 35,000 persons. Since tomato harvesting has become mechanized, this figure has been constant at between 30,000 to 35,000 and is expected to remain constant. The earlier population of 50,000 to 75,000 who used to work in the fields has declined, mainly as a result of this mechanization.[4]

Further evidence has been validated by regional centers for migrant workers. The migrant Farm Labor Center at Hope, Arkansas, was opened in 1959 to furnish up-to-date farm labor information to migrant farm workers enroute to agricultural work in the midwest. Traveling workers were able to stop at the center to obtain information on crop and labor conditions all over the central United States. Records show that 41,767 people passed through the migrant farm laborer center in 1967. The estimate for 1968 was 50,000 people who entered the migrant labor system.[1]

---

[1] _Ibid_., p. 7.

[2] _Ibid_.

[3] _Ibid_.

[4] _Ibid_., p. 5.

The Migrant Labor System

Since the Depression Era, many state and federal regulations have been enacted to guard against exploitation of migrant laborers by labor contractors through establishing regulations for employment and working conditions of migrant workers. The following discusses such procedures, conditions, regulations, and safe-guards for migrant workers.

The services of migrant "teams" are often contracted for specific jobs during the cultivation and harvesting of crops. The middle man who is responsible for this transaction is called a "labor contractor." The person who directs the work of the laborers in the field is called a "crew leader." Frequently "labor contractor" and "crew leader" are used interchangeably. For example, along the Pacific coast, the term "labor contractor" is used, while along the Atlantic coast migrant stream the name "crew leader" is used.[2] However, a distinction must be made between the two terms. A "labor contractor" is a person who may have been a crew leader at one time, but who now sub-contracts jobs to "crew leaders." The labor contractor, however, may never have worked on a farm as a migrant worker. One person may fulfill both roles simultaneously. One widely acceptable definition of a "labor contractor" is:

---

[1] Ibid., p. 10.

[2] "Migrant Labor in American Agriculture," Report of the President's Commission on Migrant Labor, Maurice T. Van Hecke, Chairman; U.S. Government Printing Office, (Washington, D. C.: 1951), p. 91.

> ". . . any person who, for a fee, either for himself or on behalf of another person, recruits, solicits, hires, furnishes, or transports ten (10) or more migrants (excluding members of his immediate family) at any time in any calendar year for interstate agricultural employments."[1]

Labor contractors are generally persons of limited formal education, but they have considerable intelligence and ability. Most are men, but women are not uncommon. Some inherit the position while others establish their leadership through hard work and an ability to find work for the group. They usually provide the means of transportation for members of their crew, lend them money, distribute wages, handle all contracts with the grower, arrange job schedules and housing, and recruit and screen workers.[2] Generally, labor contractors supervise the job but they do not perform work in the fields.

In an effort to regulate the acivities of farm-labor contractors and to halt reported abuses of the migrants by such contractors, the Farm Labor Contractor Registration Act of 1964* requires that all labor contractors who contract ten or more migrant workers for interstate agricultural employments must register with the U. S. Department of Labor.[3] The intention of this act is to improve conditions for interstate migrant farm workers by requiring that the contractors observe certain rules in dealing with both workers and employers. Farm labor contractors covered by this law must apply for registration certificates annually at local offices of State Employment Services. Also regular or full time employees of a farm labor contractor must apply for employee identification cards which must be obtained at local offices of State Employment Services.[1]

---

[1] Pamphlet, U.S. Department of Labor, Manpower Administrative Bureau of Employment Security, 1966-0-218-168.

[2] "Migratory Workers in the U.S.," October, 1965; Department of Health, Education and Welfare, U.S. Office of Education, p. 5.

[3] Dale Wright, They Harvest Despair, (Boston: Beacon Press, 1965), p.

*Public Law 88-582, Congressional Record, 88th Congress, Senate 524, September 7, 1964, p. 1.

Labor contractors must fully inform their workers about several factors: living conditions, work sites, the crops to be worked, wages, housing, transportation, and charges to be made for the labor contractor's services. Payroll records and a written statement of the workers' earnings must be maintained.[2] The law also requires labor contractors who transport migrants from one state to another in buses, trucks, or private automobiles to have the following minimum insurance:

> "The policy must pay at least $5,000 for bodily injuries to or death of one person; $20,000 for bodily injuries to or death of all persons injured or killed in one accident; and $5,000 for the loss or damage in any one accident to the property of others."[3]

Some state laws require a higher minimum insurance policy for labor contractors.

To increase the number of working days for migrants and to insure the farmer that workers will be available when needed, the United States Department of Labor, Bureau of Employment Security, and local State Farm Placement Services arrange an itinerary for the labor contractor in advance of the season by scheduling a succession of jobs.[4]

---

[1] Pamphlet, U.S. Department of Labor, 1966-218-168.

[2] Pamphlet, U.S. Department of Labor, 1964-0-756-970.

[3] U.S. Department of Labor, Manpower Administration, Bureau of Employment Services, Office of Farm Labor Service.

[4] "Migratory Workers in the U. S.", p. 5.

An extensive program exists in Alabama to eliminate the casual manner in which seasonal farm labor markets operate. This program, which is integrated with similar programs in other states, functions within the organizational structure of the Alabama State Employment Service. Forty Rural Industries Specialists are stationed throughout the state and make up the staff of the Farm Placement Service. These men are assigned to areas of concentrated agricultural activities and seek to promote the full utilization of farm labor by coordinating its movement from area to area as needs vary. During off-season periods, these specialists arrange to place Alabama workers in the migrant stream for employment out of state.[1]

The Migrant Child in Alabama

It has been estimated that there are nearly two million migrant workers in the United States.[2] The State of Alabama employs a considerable number of these people, and it has been estimated that nearly 14,000 migrant children live in the State sometime during the year. In 1968 out-of-state migratory referrals by the Department of Industrial Relations totaled 4,616.[3]

---

[1] B. W. Balch, "Migration--Inducing and Income Equilibrating Factors Involved in Restructuring the Alabama Farm Labor Force, 1950-1967, A Multivariate Analysis," Unpublished Doctoral Dissertation, University of Alabama, 1968.

[2] Guide to Organization and Administration of Migrant Education Programs, (Denver: Colorado State Department of Education), 1963, p. 3.

[3] Alabama Farm Labor State Employment Service, Alabama Farm Labor Report, (Montgomery: Department of Industrial Relations), Report for 1968, p. 3.

The resident farm labor force is usually not sufficient during times of harvest, and it is necessary to employ migrant laborers. A great number of migrant workers move into the State or move within the State to help harvest the various seasonal crops.[1] Each year many of these migrant or seasonal workers bring their entire families into Alabama to seek work in the harvesting of many staple crops such as potatoes, strawberries, pole beans, sweet corn, cucumbers, tomatoes, and peaches.

The 1968 Alabama Farm Labor Report states the following:

> "The seasonal hired work force in Alabama reached a peak in June again this year [1968] with 12,020 workers employed in the cultivation of cotton, corn, peanuts and in the harvesting of potatoes, fruits, and vegetables. This was 13.5 percent higher than the peak of 1967 and can be attributed mainly to the increased demand in early potatoes during June. A slight increase in the labor used to harvest beans and tomatoes was also noted."[2]

Areas of Migrant Activity in Alabama

Southern Alabama--Several locations in the southern part of Alabama appear to be focal points for migrant activity. The southernmost area is Baldwin County which is a large, flat, rich area lying across the Bay from the City of Mobile. It is an agricultural community originally settled by Germans, Greeks, Poles, and Negroes. This region produces more potatoes, perhaps, than any one region of its size in the State. To harvest its potatoes in the southern half of the county requires considerable numbers of off-farm workers during May and June. Sweet corn, cucumbers, watermelons, cabbage, and sweet potatoes are also harvested at that time.

---

[1] Ibid., p.3.

[2] Alabama Farm Labor State Employment Service, Alabama Farm Labor Report, (Montgomery: Department of Industrial Relations), Report for 1968, p. 3.

The seasonal labor supply for these crops comes from the local Negro population, supplemented by workers from adjoining counties. A number of white "home base" migrants from Washington County leave their homes with their families sometime after May first for the Baldwin County potato harvest. Most of these workers do not continue in the migrant stream but return to their homes when the harvest is finished.[1] Having previously been gathering citrus fruits, migrants from Southern Florida and Texas are also employed in Baldwin County.[2] These migrants are mainly Mexican-Americans of Indian descent who speak Spanish,[3] The peak demand in 1968 for 4,200 potato harvest workers during June was met with local and intrastate workers and supplemented with approximately 900 workers from Texas and Florida. These workers began harvesting in Baldwin, Escambia, and Mobile Counties; approximately 600 were referred on to the summer harvest in DeKalb, Jackson, St. Clair, and Cullman Counties.[4]

The Chandler Mountain Area--Chandler Mountain is a glowering ridge stretching through Etowah, St. Clair, and Blount Counties. One of the top growing areas in the South, Chandler Mountain is the tomato capital of the State.[5]

---

[1] Interview with John S. Wood, Superintendent of Washington County Schools and Edward M. Lindbloom, graduate student, University of Alabama, May 20, 1969

[2] U.S. Department of Labor, Bureau of Employment Security, *Estimating the Need and Supply of Hired Seasonal Farm Workers: Baldwin County, Alabama*, April, 1955, pp. 2-3.

[3] Division of Administraiton & Finance, State Department of Education, Montgomery, Alabama, *Migrant Education in Alabama: ESEA Annual Report*, 1968

[4] Alabama Farm Labor State Employment Service, *Alabama Farm Labor Report*, (Montgomery: Department of Industrial Relations), Report for 1968, p. 3.

[5] *Birmingham News*, November 3, 1968, p. 1B.

It is in this area that approximately 800 or more migrant workers arrive, usually in early July, to pick tomatoes. These workers remain until the last of October which usually brings the first killing frost and the termination of their employment.[1]

DeKalb and Jackson Counties--DeKalb and Jackson Counties are located in the "Sand Mountain" area of Alabama. This is a prime potato producing area in Alabama and each year draws many migrant workers, mainly of Mexican-American backgrounds. Many of these workers had previously been working in Baldwin, Escambia, and Mobile Counties immediately prior to their employment in the Sand Mountain area.[2] The potato crop is usually fully harvested by the middle of August.

Geneva County--In recent years the tomato and watermelon crop in Geneva County has employed migrant workers.[3] A considerable number of intra-state migrant workers contribute to Alabama's late spring, summer, and early fall migration. Many of these workers are from Pike County.[4]

The introduction of migrant workers into Geneva County, mainly around the town of Slocomb, is recent and nearly concurrent with the formation of the Geneva County Growers, Inc., a corporation which aids in the marketing of these agricultural products.[5]

---

[1] Ibid.

[2] Alabama Farm Labor Report, p. 3.

[3] The Montgomery Advertiser, July 4, 1969, p. 36.

[4] Remarks made by Dr. Harold R. Collins, Superintendent of the Pike County Schools on June 20, 1969, to the Migrant Study Group.

[5] The Montgomery Advertiser, July 4, 1969, p. 36.

Cullman County--The Cullman County area is best known for its strawberry production and usually each season's harvest requires the employment of a number of migrant workers. Occasionally, the crop is not ready during the normal harvest time and the workers must leave for work in Michigan.[1] Many other counties produce strawberries, but this strawberry crop is not of such proportions that there is any record of employing other than local labor.

Home Base Migrants--It appears that Alabama has a large number of migrants both interstate and intrastate. In a recent report, Sutton addresses herself to migrant children in Alabama:

> "The number of children in Alabama who fall within the definition of an agricultural migrant child are difficult to identify. Many children, particularly Negro, are children of seasonal farm workers, some of whom may move within a county (not eligible to be classified as migrants), others may move across county lines within a year's duration (migrants). From the best information available, Alabama is a home-base for many of its migrant children, both intrastate and interstate."[3]

Because of the transient nature of migrant children, one of the major problems facing education is to determine the movements of these seasonal or migrant workers and their families so that an appropriate and functional program of education may be initiated for them.

> "Migrant children (Predominantly Negro) leave the State in April or May, move with the East Coast Migrant stream and return to Alabama in October or November. Other (Negroes and Angloes) move into Florida at regular intervals during the winter season and return to Alabama in May or June, or earlier. These children come from the Mobile section ot the extreme northern section."[4]

---

[1] Division of Administration & Finance Report, p. 1.

[2] Alabama Farm Labor Report, p. 15.

[3] Elizabeth Sutton, "Resource Information: Education for Migrant Childre Report, (Prepared for State Reviewing Team), January, 1968, p. 1.

[4] Ibid.

TABLE I

ESTIMATED NUMBER OF HIRED SEASONAL WORKERS ON ALABAMA FARMS BY TYPE OF WORKER 1961 THROUGH 1968

Type Worker	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Total
1961									
Total	1,800	6,850	22,500	3,950	4,600	12,500	24,350	10,800	87,350
Local	1,800	5,600	20,700	2,900	4,400	12,400	24,250	10,800	82,850
Intrastate	0	50	650	250	100	50	50	0	1,150
Interstate	0	1,200	1,150	800	100	50	50	0	3,350
1962									
Total	2,100	8,100	15,800	6,000	4,450	24,500	17,400	1,700	80,050
Local	1,450	5,675	13,850	5,950	3,600	23,950	17,050	1,600	73,125
Intrastate	200	1,200	700	50	800	500	350	100	3,900
Interstate	450	1,225	1,250	0	50	50	0	0	3,025
1963									
Total	2,200	8,250	15,300	5,450	5,850	22,200	17,600	3,800	80,650
Local	2,050	6,610	12,400	3,840	4,490	21,500	17,225	3,790	72,650
Intrastate	20	120	1,410	50	1,150	480	150	10	3,480
Interstate	130	1,520	1,490	560	210	220	225	0	4,520
1964									
Total	3,800	5,650	15,700	4,450	1,250	16,900	16,135	6,150	69,970
Local	3,800	5,040	13,030	3,840	600	16,255	14,655	6,015	63,205
Intrastate	0	110	750	50	90	610	1,445	100	3,155
Interstate	0	500	1,920	560	560	35	35	35	3,610

TABLE I (Continued)

Type Worker	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Total
1965									
Total	3,795	6,820	11,645	6,700	1,660	12,890	15,350	4,090	62,950
Local	3,600	5,130	10,230	5,830	1,330	12,570	15,270	3,950	57,910
Intrastate	35	320	565	250	280	280	60	140	1,930
Interstate	160	1,370	850	630	50	40	20	0	3,110
1966									
Total	4,130	10,580	12,680	5,310	5,040	10,170	10,760	4,780	63,450
Local	4,000	9,230	11,290	4,470	4,270	9,880	10,480	4,680	58,300
Intrastate	0	360	650	140	140	210	280	70	1,850
Interstate	130	990	740	700	630	80	0	30	3,300
1967									
Total	3,390	5,210	10,590	7,230	3,030	4,270	5,220	3,740	43,220
Local	3,810	4,230	0,710	6,050	2,150	4,110	5,020	3,630	38,710
Intrastate	0	310	350	220	80	60	100	50	1,170
Interstate	120	670	530	960	800	100	100	60	3,340
1968									
Total	4,150	5,010	12,020	6,440	2,840	5,300	6,850	3,970	46,580
Local	4,150	4,600	10,320	5,260	2,040	5,130	6,740	3,700	41,940
Intrastate	0	240	720	440	0	70	40	200	1,710
Interstate	0	170	980	740	800	100	70	70	2,930

Source: Alabama State Employment Service, Alabama Farm Labor Report, (Montgomery: Department of Industrial Relations), Reports for 1961 through 1968.

A review of Table I supports Sutton's allegation of the difficulty of identification of migrants. This table reflects approximately 5,000 workers as being migratory in Alabama with approximately 3,000 of these shown as interstate; however, the Alabama Farm Labor Report for 1968 states that "There were 4,616 workers referred to out-of-state employment as follows: Connecticut, 127; Delaware, 9; Florida, 1,970; Georgia, 350; Indiana, 358; Michigan, 476; New York, 387; North Carolina, 272; Ohio, 552; South Carolina, 23; Virginia, 92."[1]

The importance of this large number of home base migrants leaving the State and the fact that many children are involved presents some challenging educational problems.[2]

The Education of Migrant Children in Alabama--Special provisions for the education of migrant children is comparatively recent in Alabama.[3] DeKalb County has operated migrant summer schools for three years. Cullman County has had a limited summer program. Baldwin and Jackson Counties have operated their summer school program since 1968.[4] Pike County conducted a summer program for the first time during the summer of 1969.[5] No specifically designed State program has been developed to supplement the migrant program; however, if migrants continue to come to Alabama, the projects will be enlarged and will be integrated with the regular Title I projects whenever feasible.[6]

---

[1] Alabama Farm Labor Report, p. 7.

[2] Elizabeth Sutton, p. 2.

[3] Division of Administration & Finance Report, p. 9.

[4] Ibid.

[5] Remarks made by Dr. Harold R. Collins, Superintendent of Pike County Schools on June 20, 1969, to the Migrant Study Group.

[6] ESEA, p. 9.

The Definition of the Migrant Child in Alabama

The University of Alabama was host to a "Blue Ribbon Advisory Panel" which met November 21 and 22, 1968, to discuss problems related to the identification of children of migratory workers. The panel was composed of persons with a distinguished background in the education of migrant children.

Members of the committee were:

Mr. Jim Brannigan
Curriculum Consultant for Migratory Children
Florida-Atlantic University
Boca Raton, Florida

Dr. Sarah Folsom
Supt. of Public Instruction
Arizona State Dept. of Education
Phoenix, Arizona

Dr. Gloria Mattera
Professor of Education
State University College
New York, New York

Mr. Vidal Rivera, Jr., Chief
Migrant Program Section
Division of Compensatory Education
U. S. Office of Education
Washington, D. C.

Miss Cassandra Stockburger, Director
National Committee of the Education of MIgrant Children
New York, New York

The University presented the following definition of migrant children to the panel for comments and recommendations:

INTRODUCTION

A "Migrant Child" is generally defined as a child, within the ages of five through seventeen inclusive, of a migratory agricultural worker who has moved from one school district to another during the past year with a parent or guardian who was seeking or acquiring employment in agriculture including related food processing activities such as canning.

With the concurrence of his parents or guardians a child meeting these requirements may receive benefits from this program for a period of five (5) years while not migrating. These benefits may be received while the parents have stayed in one school district for this period or have continued to migrate while the child remains in the school district. If, however, the child migrates with his parents, he may receive benefits indefinitely as long as he is within the ages of five through seventeen inclusive. As a result, a State may program some of its Title I migrant funds for special programs and projects for children whose parents once were, but are no longer, migratory agricultural workers.

DEFINITION

For the purpose of identifying children to be classed as migratory children of migratory agricultural workers, the following definition applies. A migratory child of a migratory worker is:

1. A child whose parent, guardian, or other person having custody, is a migratory agricultural worker; and
2. A child who, due to a change in the location of his parent's or guardian's employment, moves from one school district to another in the course of each year; and
3. A child whose school attendance during the regular school term is interrupted or curtailed because of this change of residence, or who is a temporary resident of a district other than that in which he regularly attends school.

A migratory agricultural worker is an adult worker who is employed in seasonal agricultural or related food processing occupations, and who is required by the nature and varied locations of his employment to move from place to place for the purpose of engaging in his occupation.

It should be noted that it may not be clear which parents are migratory agricultural workers at the time they move into a school district. If an agricultural worker engaged in seasonal work intends to move to another school district within the year for the purpose of following his employment, he may be considered migratory.

The concensus of the committee was that the definition as presented by the University of Alabama was appropriate and recommended that the definition be used.

Federal Legislation and Migrant Education

> "In America we have a historic commitment to educational opportunity. The purpose of our educational system is to enable each citizen to achieve whatever his own individual potential may be. Thus the purpose of our schools' programs is to provide each child with the particular educational services that will cause him to become a participating member of our society: able to enjoy and to contribute to our nation's vast resources. By giving each child an equal educational opportunity, we continue to reinforce the source of our nation's unique strength--the reservoir of diverse capabilities of many different individuals."[1]

The above exerpt from Murnaghan's recent article states the concerns and reasons for some recent federal legislation with respect to education. The question of Federal aid to education seems answered. The debate is not whether there is to be massive Federal aid to education but rather what form will this aid take.[2] The concern in this report is for the educationally deprived child in terms of children of migratory workers.

Historically, the migrant worker and his children were not the focus of a great deal of Federal Education legislation. Some of the Acts permitted assistance to the migrant by various avenues. Some migrants participated in educational and training programs under the G. I. Bill.[3] The Manpower Development and Training Act of 1962 had some provisions that were broad enough to cover seasonal hired farmworkers.[1]

---

[1] F. Murnaghan and R. Mandel, "Trends and Musts in Federal Education Legislation," Kappan, (June, 1969).

[2] Nolan Estes, "ESEA: Its Promise, Accomplishments, and Problems," National Association of Secondary School Principals Bulletin, (May, 1968).

[3] Robert Gordon, Toward a Manpower Policy.

Another effort to assist disadvantaged groups was the Economic Opportunity Act of 1964. Migrant farm workers are included in this act.[2] There are sections, under this act, whereby the migrant can receive some education and training. Some of the provisions were as follows:

> Title I A. Basic reading and language skills for young men and women were made available through Job Corps Centers and Camps.
>
> Title II A. Opportunities for the development of basic social and academic skills for children in culturally or educationally deprived situations were provided for through Community Action, Headstart programs.
>
> Title III B. Adults 18 and over with less than a sixth grade education were to have the opportunity to develop basic skills in reading, arithmetic, and language arts through Basic Adult Education Centers.[3]

Most of the legislation was aimed at either the adult migrant or the very young child. With growing concern for the future of the migrant child, attention is focused on him through the Elementary and Secondary Education Act of 1965 and its amendments.

The Elementary and Secondary Education Act (Public Law 89-10) is designed to assist at many levels of education.[4] Through its various titles and amendments, concern is shown for many aspects of education. An attempt is made to support programs and to improve the quality of education, especially for the educationally deprived child.

---

[1] Willard W. Wirtz, "The Institutional Training Program," Report of the Secretary of Labor on Manpower Research and Training Under the Manpower Development and Training Act of 1962, (Washington: U. S. Department of Labor, 1966), p. 15.

[2] U. S. Office of Economic Opportunity, The Quiet Revolution, p. 53.

[3] Ibid.

[4] 89th Congress, 1st Session, 1965, "Public Law 89-10," United States Statutes at Large, Vol. 79, p. 27.

> Title I of the ESEA is designed to help improve educational programs that contribute to meeting the special educational needs of the educationally deprived child. Eligibility in such programs is determined by the number of children from five to seventeen and an annual family income.
>
> Title II of the ESEA is designed to provide school library resources, textbooks, and other printed materials for the use of children and teachers in public and private elementary and secondary schools.
>
> Title III of the ESEA is an act to develop supplementary educational centers and services not available in sufficient quantity and quality, and to assist in the development and the establishment of exemplary elementary and secondary school educational programs to serve as models for regular school programs.
>
> Title IV of the ESEA is designed to assist regional educational research and training facilities that are developing programs that will benefit public schools.
>
> Title V of the ESEA is to assist state departments of education to improve services to local school districts.[1]
>
> Title VI of the ESEA is designed to help states in the education of handicapped children from the ages of three to twenty-one.
>
> Title VII of the ESEA contains provision for the dissemination of information, advice, counsel, technical assistance and demonstrations to states of local education agencies requesting it.[2]

In 1966, the ESEA was amended by Public Law 89-750 to specifically include migrant children.[3] Migratory children are defined as those

---

[1] Ibid.

[2] 90th Congress, 1st Session, 1967, "Public Law 90-247," United States Statutes at Large, Vol. 81, pp. 804-5.

[3] 89th Congress, 2nd Session, 1966, "Public Law 89-750." United States Statutes at Large, Vol. 80, p. 1191.

"children of migratory agricultural workers who have moved with their families from one school district to another during the past year for the purpose of seeking or acquiring employment in agriculture, including related food processing facilities. This includes those migratory children whose parents work in canneries."[1]

Many of these children were being by-passed by the regular educational services because of their mobility.[2] It was found that these children are very unsuccessful in school. Well over half of them were not achieving at their grade level and a substantial number of them were at least two years or more behind in their schooling.[3]

Prompt solutions to the problems of the migrant child are indicated. Studies have shown that migrant jobs are becoming fewer and that as the migrant worker is displaced by machines, he will move to the cities with his family, and thus add to the problems of the cities.[4]

In amending the ESEA to include migrant children, emphasis was placed on establishing or improving programs or education for migratory agricultural workers.

In a Letter to the State School Officers and State Title I Coordinators (February, 1967), Health, Education, and Welfare Director of Compensatory Education John F. Hughes states that in developing migratory programs the regular Title I guidelines apply except for the following:

---

[1] John F. Hughes, Director, Division of Compensating Education, Washington, D. C., Letter to the Chief State Officers and State Title I Coordinators, ESEA, Montgomery, Ala., February 3, 1967.

[2] "Educating Migratory Children," School and Society, Vol. 95, (December 9, 1967).

[3] "What's New in the ESEA Amendments," American Education, Vol. 3, (February, 1967), p. 18.

[4] R. Blubaugh, "School Bells for Migrants," American Education, Vol. 4, (March, 1968), p. 5.

1. State Departments of Education have the complete responsibility for planning and organizing a statewide program for migratory children in the state.
2. Approval of applications from State Departments of Education will be with the U. S. Commissioner of Education.
3. Because of migration, frequently across state boundaries, it is the intent of the amendment to provide both intrastate and interstate projects.
4. The U. S. Commissioner of Education may make special arrangements with other public or non-profit private agencies if he determines that a state is unable or unwilling to conduct educational programs for migratory children.
5. Eligible children are children of migratory agricultural workers who have moved with their families from one school district to another during the past year for the worker's purpose of seeking or acquiring employment in agriculture, including related food processing facilities. This includes those migratory children whose parents work in canneries.
6. Characteristics and needs of migratory children will be somewhat different from the children in a normal Title I program as a result of constant relocation.
7. The State educational agency must identify the areas of high concentration of migrant families and the school districts where projects are to be located and justify the selection of these districts on the basis of greatest need.
8. Evaluation procedures will have to be tailored to the short-term attendance of migrant children.
9. Records and reports for the migrant program will be kept separately from other Title I programs.
10. Program development for migratory children requires steps not normally used in regular Title I programs. For example, determination of:
    a. Estimated arrival and departure dates of a majority of the migrants.
    b. Home base states of the children.
    c. Current ongoing projects for migratory children sponsored by Federal, State, and other public and private non-profit agencies.

   d. Communication with other states to determine needs for interstate agreements.

11. In designing a migrant program, factors not present in the normal Title I program must be considered. For example:
    a. Recruitment and transportation of children
    b. Transfer of records from school to school and from state to state
    c. Requirement for bi-lingual teachers in many preschool and early grades projects.

12. States may combine funds by agreement in developing an interstate project.

13. Migrant programs must be coordinated with ongoing OEO Title III-B programs and Community Action Programs operating under Title II-A of the Economic Opportunity Act.

14. Wherever possible the state educational agency and local educational agency should use the services of migrant parents, growers, churches, welfare and social agencies in the design and development of projects.

15. No amount of Federal funds is earmarked specifically for the overall administration of the State Title I Program for Migratory Children. The total amount available to the state educational agency for administration and technical assistance is computed on the basis of one percent of the total amount available for grants for all programs under Title I including the program for migratory children. The agency, however, is entitled to use funds from its allocation for migrant programs in carrying out a specific project which would include, of course, the administration of that project.

16. The U. S. Commissioner of Education may contract with private non-profit agencies to conduct migrant programs. A state educational agency may enter into a contract with a private agency for services to be incorporated in the agency's program for migratory children pr vided:
    a. The private agency is not an agency which operates a private school;
    b. Any instructional services furnished by the private agency will be under the active supervision of the state educational agency or a local educational agency through which the project is to be conducted;
    c. The state or local educational agency will continue to be responsible for the activities being carried out through the private organization.[1]

---

[1] John F. Hughes, op. cit.

Hughes states further that migratory problems must be of sufficient size, scope, and quality to give reasonable promise of meeting the needs of the migrant child.[1]

A later amendment to Title I of ESEA was Public Law 90-247.[2] This amendment permits a migratory child of a migratory agricultural worker to be considered such a child for five years. The child then may remain eligible for participation in migrant programs. With this amendment the migrant child with his special needs can be accomodated as he enters the regular school program. For as long as five years, his entrance into the school's program can be made more meaningful by various activities and programs under these acts.

CHARACTERISTICS OF THE MIGRANT CHILD

There are many hundreds of thousands of people living in America today whose lives are characterized by following the sun. These people are, for the most part, Negroes, Whites, and Spanish-Americans, who migrate from place to place following the seasonal harvests of fruits and vegetables.

It is necessary to identify and to characterize certain significant and unique aspects of the children of the migrant workers and to describe these children in their environment from pre-natal care to their early and often jolting thrust into young adulthood. The migrant child often finds that his life leads only to disparity and estrangement from a world that has seemingly paid little attention to his plight.

---

[1] Ibid.

[2] 90th Congress, 1st Session, op. cit.

Infancy

Pre-natal care of unborn children is very rare in migrant mothers. They seem to take child-bearing very casually. In fact, many of the mothers seem unaware of why they have so many children. In most migrant families, the children are not delivered by a doctor. Usually, a mid-wife, a friend, or a relative assists the mother during delivery.[1] There seems to be several primary reasons why most mothers deliver their children without trained medical assistance. The predominant cause is lack of money, but there are other reasons, such as being in constant travel and superstitions.

In a study done in 1962 by the U. S. Department of Agriculture, the median income from all sources among migrant worker households was reported as being $2,149.00.[2] A similar report in 1965 found the figure to be $2,600.00.[3]

In addition to constant traveling another reason that some migrant women do not seek professional medical assistance when delivering children is because of superstition. This problem seems to be particularly true among certain Mexican-Americans and Negro groups. Coles reported that "many of the migrant mothers were afraid to deliver their babies in a hospital fearful that the child in some way will be hurt."[4]

---

[1] Robert Coles, The Migrant Farmer. (Atlanta: Southern Regional Council, 1965), p. 11.

[2] G. K. Bowles, Characteristics of the Population of Hired Farmworkers' Households. U.S. Department of Agriculture Economic Research Service, Agricultural Economic Report, No. 84, August, 1965, p. 5.

[3] Avra Rapton, Domestic Migratory Farmworkers. U.S. Department of Agriculture, Economic Research Service, Agricultural Economic Report, No. 121, 1967, p. 22.

[4] Robert Coles, p. 11.

In another study of Mexican-American migrants headed by Dr. William Madsen, it was found that the migrant families viewed hospitals as "a place where people go to die." The Mexican-American migrants believed most illnesses to be supernatural in origin.[1]

From the first day after birth the migrant infant eats and sleeps with the rest of the family. Most often a newborn child will be breast-fed by the mother. This will continue for perhaps a year or so. The infant may, after the first few months, be introduced to soft drinks. His diet may well consist of those meals prepared in the kitchen and served to the other children.

If the baby becomes ill during infancy the treatment will probably be a folk remedy. Nemerous accounts are given of infants dying from lack of medical assistance during sickness. Shaffer cites an instance where a family delayed taking a sick infant to a hospital for about a week. The baby died shortly after finally being taken to the hospital.[2]

The young baby sleeps with his mother for the first few months then is usually taken care of by older children. Sutton states that "five and six year-olds take care of younger brothers and sisters while their mothers work."[3] Usually the primary responsibilities of taking care of the youngest children will be entrusted to the eldest girl, but in cases where there are no older girls, the eldest boy will receive the responsibility.[1]

---

[1] William Madsen, Society and Health, Austin, The University of Texas, Hogg Foundation for Mental Health, 1961, p. 20.

[2] James K. Shafer and others, Health Needs of Seasonal Farmworkers and Their Families, U. S. Department of Health, Education, and Welfare, Pu Health Report, Vol. 76, No. 6., June, 1961, p. 471.

[3] Ibid.

During the first few years of age the migrant child becomes a full-fledged member of his family. He becomes a growing sample of his environment. His days are spent in the midst of a family which will most likely be living in one cramped room. There may be as many as three or four children sleeping in a bed with their parents, or the child may be thrust into a small cot with brothers and sisters.

The young child's life becomes one of many noises, smells, and habits of his group. Some authorities contend that the child adapts much faster to his environment than children living outside of his world. At an early age, the child comes to know the feelings of cohesiveness among his family group, for he appears to constantly be in the middle of the daily happenings.

The growing migrant child of one or two years of age responds to such an environment by talking and moving about with ease. The child generally has few restrictions imposed on him. For example, he may wear no clothes during play. His toilet training may well take several years, and often this is imposed only during an extended trip when several people will be grouped together over long periods of time. The young migrant child may never see a bathtub or a sink; he may never be exposed to the many conveniences that most Americans take for granted.

One of the prime characteristics in viewing the migrant child is the family mobility. As a result of his family's constant moving from place to place, the child can begin to sense both insecurity and instability from his family and his changing environment. Sutton points this out by saying, "Mobility creates feelings of frustrations for migrant children. They feel the impact of having made repeated adjustments to new situations. They feel loneliness which stems from frequently moving into new areas. 'I get homesick when I move away. Like now, I'm so homesick I could die. It's no fun when I have to move away.'"[1]

---

[1] E. L. Koos, They Follow the Sun. Bureau of Maternal and Child Health, (Jacksonville, Florida: Florida State Board of Health, 1957), p. 40.

The predominant characteristic of the migrant child's life is mobility. His environment is constantly changing; the family moves from camp to camp following the harvest. Often the family may move on a moments' notice, gathering a few articles, clothing and utensils, and quickly leaving. Wright tells of one migrant worker who rounded up his family and all their earthly possessions, packed them in two cardboard boxes, and jumped aboard a run-down bus for a three-hundred mile trip.[2]

Childhood

The migrant child very early in life takes on responsibilities that would often be assumed by adults. Because the mother works in the fields, migrant children can frequently be seen preparing meals for younger children of the family. Children of six and seven years old make hot dog sandwiches and fry eggs.[3]

Sometimes the children go with their parents to the fields. There they may play along the edge of the fields, sleep, and otherwise seem to enjoy themselves as their parents work. When this is the case, the children may work from time to time but generally do not for long periods of time.[1]

---

[1] Elizabeth Sutton, Knowing and Teaching the Migrant Child. (Washington, D.C.: Department of Rural Education, National Education Association, 1962). p. 26.

[2] Wright, pp. 32-33.

[3] Sutton, p. 19.

"Because migratory life does not provide an adequate income for an individual to support a family, the labor and income of all but the youngest is necessary."[2] Some older migrant children do spend considerable time working in the fields, although they usually turn the majority of their earnings over to their parents. Sutton reports that migrant children "spend their money as do their parents; little or no budgeting is done. If they have $15 or $8, they may spend it on trivial or unneeded items. For this reason, few families can meet regular payments of any item of a more expensive nature. Quite often families do buy cars, television sets, stoves or other various items only to have them reclaimed by the dealer." Sutton emphasizes that many migrants are exploited by high pressure salesmen.[3]

The Family

In most migrant homes decision-making is done autocratically. Children even though they may be contributing to the family earnings, have little voice in family affairs. In white families the father generally makes the decisions.

In Spanish-American families practically all decisions regarding the family are made by the father. "In his home, he alone gives the orders. His philosophy is summed up in saying 'En mi casa yo mando', (In my house I command).[4]

---

[1] Koos, p. 41.

[2] Educating the Migrant Child. Bureau of Elementary Curriculum Development, (Albany: The University of the State of New York, The State Education Department, 1968), p. 11.

[3] Elizabeth Sutton, pp. 18-19.

[4] Madsen, p. 17.

Within the Negro family decision-making is much harder to define. Generally, when the father of the children lives in the household and is the sole support of the family, he will make many decisions, but there is a high degree of family disintegration within most Negro migrants. Long says that "the migration history of the Negro has been paralleled by a process of family disorganization followed by reorganization as residence became permanent, economic status improved, and other stabilizing influences began to have an effect."[1] In general, present literature seems to place the mother in the dominant role within the Negro family.

Most migrant families develop a strong sense of loyalty. This cohesion often seems to keep the family group intact, even when events seem to be intolerable. Children are punished for fighting one another, but they are encouraged to take up for a brother or sister fighting against an outsider. Spanish-American families have even stronger family loyalty than do other ethnic groups. These children are taught early in life to respect and defend their family's honor.[2]

Migrant parents generally show little inhibition around their children. Coles reports that modesty in dress is not a concern of a migrant adult in the presence of the children.[3]

In both Negro and white families one or another form of monogamy may be practiced. Sometimes this relationship will last for only a brief period. In one household, "the nine-year old daughter reported that she liked New York Papa better than the Florida Papa."[4]

---

[1] Daniel Schrieber, The School Dropout, (Washington, D. C.: Project: School Dropout, NEA, 1964), p. 83.

[2] Madsen, p. 11.

[3] Coles, p. 21.

[4] Koos, p. 18.

Living Conditions

In 1961, Dale Wright, a staff writer for the New York World Telegram and Sun, spent six months living, working and eating with migrant workers as they harvested the crops from Florida to Eastern Long Island. Wright later wrote a book, They Harvest Despair, in which he tells of his experiences during that six months. The following is his brief description of one migrant camp:

> There were three rows of tin-and-tarpaper shanties by the side of the road, thirteen in all. The one on the end in the back row was in danger of crumbling to a heap of old rubbish. The winds had ripped the shingle roofing from three or four of the shanties and had blown the windows out of several more. The cabins were in no way ready for occupancy. Except for the irrigation pump, there was no water supply nor were there toilets or other sanitary facilities. The last inhabitants of the camp had left the place in disarray, with miscellaneous debris and litter scattered around the shanties.[1]

Another report made by the New York State Department of Education provided this description of living conditions:

> "There are employers who provide adequate housing for the migrant, but many migrants live in poor and crowded accomodations. They live in discarded transit buses, tar paper shacks, crowded barracks, and abandonded houses. Outside water taps, hand pumpwells, and outdoor toilets are common as is a lack of adequate cooking, lighting, and heating facilities. In the poorly equipped accomodations there is usually inadequate window space and screens are scarce. Sanitary conditions are often poor, for no provision may be made for garbage disposal. The crowded conditions contribute to disorderliness and untidiness. Dishes, knives and forks, and cooking utensils are at a minimum. Refrigeration, shelves, closets, and eating space are frequently unavailable or inadequate."[2]

There seems to be little doubt that migrant children are greatly influenced by their often overcrowded living conditions. Frequently there is more than one family unit living within the confines. Relatives and older married children and their families often contribute to overcrowdedness. The migrant child, for the most part, seems to adapt himself to these trying conditions. He seems to have developed "a high sense of flexibility in his personality, an ability to manage the constant restriction of the external world, but still not succumb to the apathy and despair that would fatigue and immobilize them."[1]

---

[1] Wright, pp. 48-52.

[2] Education of Migrant Children, p. 9.

Punishment

In most migrant families, misconduct by a child usually brings about harsh corporal punishment. Punishment is usually meted out in Anglo and Spanish-American families by the father. Negro children may be punished by mother, grandmother, or aunt.[2] Curiously enough, Coles points out that when the children are punished while working in the fields "they are often hit by hand on their legs. It is leg work and hand work that makes for harvesters."[3] Often as quickly and harshly as punishment is meted out, it will be followed by affectionate hugs or kisses. Displeasure with a child passes rapidly. Other children may be reminded that they too are punished for wrongdoings.

Hostility and Fear of Authority

In many migrant families the children are taught both hostility and fear of authority. When asked about policemen, one child said, "He puts people in jail...where we lived they put my daddy in jail every time he went to town."[4] Children may have a similar concept of the teacher.

---

[1] Coles, p. 17.

[2] John Beck and Richard W. Saxe, Teaching the Culturally Disadvantaged Pupil. (Springfield: Charles C. Thomas, Publisher, 1965), p. 17.

[3] Coles, p. 17.

[4] Sutton, p. 24.

The child hears the parents tell teachers or principals to give the kids a "lickin" if they don't mind or get their lessons. The migrant child often sees the school as a policing force and develops guarded behavior which he regards as appropriate.[1]

Health

Among the most critical situations facing migrant children is the health problem. Coles reports of high infant mortality rates, tooth decay, poor vision, faulty hearing, valvular heart diseases, parasitic diseases, and vitamin deficiencies based on faulty eating habits, chronic diarrhea, chronic fungal diseases of the skin, chronic tuberculosis, veneral diseases, uralogical disorders, and nerve palsies. These are but few of the illnesses and diseases that run rampant among migratory children.[2]

One fact which is repeatedly born out in the literature concerning eating habits of migrant families is their aversion to the fruits and vegetables which they harvest. Because of family eating habits, the migrant children are unaware of foods which are the most nutritious. Family living conditions, constant mobility, and lack of common health knowledge prevents the migrant child from breaking out of this horrendous cycle.

Self-Concept of the Migrant Child

As the migrant child grows and sees the world around him, he slowly begins to acquire the attitudes and values of his parents. The child's self-concept or image of himself gradually begins to take on the characteristics of his parents. Constant mobility brings on a state of friends in school only to lose them when the family relocates. He lives in a culture which forces him to assume duties which children outside his culture may not experience until the 18th or 19th year.

---

[1] Sutton, p. 25.

[2] Coles, p. 21.

He must raise his younger brothers and sisters, prepare meals, and contribute to the family earnings. He learns to continually worry about the next move and the next mouthful of food.

The migrant child knows rejection by non-migrant groups. Migrant children come from economically and culturally deprived groups. They belong to no community. Wherever they go they are made to feel inferior. The comment often heard by farmers is that they anxiously await the migrant's arrival but are equally as glad to see him go when harvest is over. In school the migrant child stands out from the other children. His clothes are worn; he doesn't speak as well as the other children. According to Sutton, the "child soon learns that he is a nobody."[1]

Education

Concerning the education of the migrant child, Amos states that "disadvantaged youth may be found living with their families in a world where day-to-day survival takes all their thoughts and energies. Keeping a roof over their heads and getting food and clothing pose daily problems. Many American youth are disadvantaged from birth because they are of a minority race and must make their way in a society still riddled with discrimination. Other youth are severely disadvantaged because of a physical environment which isolates them from opportunities for education and social experience in keeping with the requirements of modern life. These are the youth of the city ghettos, of migrant farm workers of 'played-out' rural areas."[1]

---

[1] Sutton, p. 24.

There is no doubt that most migrant children are disadvantaged youth. The migrant is both educationally and culturally deprived.

The Effects of Migrancy on Education

From their study of 665 migrant families during the period of July 1, 1951, to December 31, 1953, Greene and associates report the following:

> Of the 665 families interviewed, 78.9 percent had maintained no continuous residence as long as thirty weeks during the preceding year. Yet 62.0 percent of the children reported attendance at only one school. Only 40.5 percent attended school thirty or more weeks. Over one-third of the children were retarded from two to five years.[2]

From a similar study done in Van Buren County, Michigan, in 1957, the following is found: There were 417 families interviewed; in addition, twenty-nine families refused interviews, and seventy-six families were not at home.

The median education of migrant fathers in this study was 6.2. The median education of migrant children over 18 was 7.5. One out of eight children over the age of eighteen did not complete more than four grades. Two out of five children did not complete elementary school.[3]

---

[1] William E. Amos, "Disadvantaged Youth Recognizing the Problems," The Disadvantaged and Potential Dropout. (Edited by John Curtis Gowan and George O. Demos, Charles C. Thomas, Publisher), (Springfield: 1966), p. 9.

[2] Shirley E. Greene, The Education of Migrant Children. (Washington: NEA, Department of Rural Education, 1954), pp. 8-11.

[3] Jerome G. Manis, A Study of Migrant Education. Survey Findings in Van Buren County, Michigan, 1957, (Kalamazoo, Michigan: 1958, Western Michigan University Press), p. 9.

Other patterns of interest within this study were: (1) the tendency of migrants to hold back an older child so that a younger child would have a companion at home. (2) When movement took place near the beginning or end of a school year, few parents register the children for school. (3) Seventy-three percent of the parents felt their children received "just about the right amount of schooling."[1]

Cultural Deprivation

Among the furnishings in a migrant home, a television set and a radio are sometimes included, rarely do children have reading materials such as books, newspapers, and magazines. He lacks experiences which most middle-class children have. In most migrant families there is a definite lack of language skills. Parents, having little education themselves, are unable to assist in the communicative skills received by most middle-class children. Bernstein points out that among lower class and culturally deprived groups that "conversations are limited to the immediate instant and generally do not include time sequences, relationships between concepts, logical sequences, or casual relationships."[2]

The majority of culturally deprived children tend to share these similar characteristics. Both the family climate and experience tend to induce a feeling of alienation; their self-concept is low; they question their own worth; fear being challenged; have a desire to cling to the familiar; and have many feelings of guilt and shame; there is a limited trust in adults; they tend to respond with trigger-like reactions, are hyperactive, and have generally a low standard of conduct; and they show apathy and lack of responsiveness. It is difficult for them to form meaningful relationships.[1]

---

[1] Ibid.

[2] Hilda Taba, "Cultural Deprivation As A Factor in School Learnings," The Disadvantaged and Potential Dropout. (Edited by John Curtis Gowan and George O. Demos, Charles C. Thomas, Publisher), Springfield, Illinois: 196 p. 219.

The migrant child may be difficult to motivate in school. His attention span is usually short. Many times he may fall asleep due to lack of sleep from the night before. The child does not come from an environment conducive to good listening. He may have difficulty in speaking. His concepts may be limited, and his values and attitudes differ from those of middle-class children.[2]

Frost states, "Deprived of cultural experiences which contribute much to success in schools, these children are frequently destined for failure in schools and become misfits in adult living. Thus the vicious cycle proliferates."[3] Frost lists the following cultural deprivations of the migrant child: (1) Different value system, (2) Little knowledge of sanitation, (3) Low level of aspiration, (4) Limited language facility, (5) A continuous mobile life, (6) Little knowledge of middle-class cultural patterns, and (7) Family living conditions which inhibit normal development.[4]

Indeed, these are among the characteristics of the migrant child. The total of these characteristics combine to thrust the child into early adulthood. The migrant child experiences much, but these experiences are different from those of the middle-class child. His environment leads him into a vicious cycle, Lack of proper educational experiences, of cultural experiences and of proper health care, lead him continually into the typical migrant life pattern. By adulthood, the once small child is locked within the migrant stream.

---

[1] Joe L. Frost, "School and The Migrant Child," Childhood Education. (November, 1964), p. 129.

[2] Education of the Migrant Child, p. 14.

[3] Frost, p. 129.

[4] Ibid.

Characteristics of the Migrant Curriculum

Studies of the migrant child have revealed many characteristics common among migrant children. Some of these characteristics are unique to the migrant student; some are shared by other groups of culturally deprived children; and some are shared by all students.

Saylor and Alexander list pupil needs as one of the "Basic Determinants of the Curriculum."[1] The curriculum for the migrant, then, must be designed to satisfy both the common needs and those needs which result from unique features which characterize the migrant.

The uniqueness of the migrant develops from his unique environments--past and present. Previous experiences have caused the child to develop into what he is at the time he enters the school. This review of migrant curricula will concentrate on the uniqueness of the child and his unique experiences which have developed special needs. These will include: (1) *th migrant child's concept of self*, (2) *his concept of the school*, (3) *his los of school time*, (4) *his health needs*, and (5) *his needed skills.*

Concept of Self

The migrant child often has a negative attitude toward himself.[2] Accom panied by low expectations for achievement, his past experiences of failure have convinced him that he is destined to fail. Combs purports that a healthy self-concept is achieved.[1] It cannot be given to the child; however, the curriculum should provide each migrant child with experiences in which he can succeed.[2] Samples of each child's work should be kept to show him his attainment over a period of time.[3] One objective of a migrant curriculum is to provide each migrant child with at least one successful experience every day and to provide for the development of a healthy self-concept.[4]

---

[1] S. Galen Saylor and William M. Alexander, *Curriculum Planning for Modern Schools*, (New York: Holt, Rinehart, and Winston, Inc., 1966), p. 27

[2] Marcson and Fasick, p. 80.

Success should be followed by positive reinforcement.[5] Rewards for the migrant child must be immediate. Perhaps the greatest reward that can be given to the migrant child by the teacher is her acceptance of the child and her desire to work with the child to hwlp him develop in his many weak areas.

Concept of School

The migrant child's negative self concept is often reinforced by his feelings of rejection. He knows that his performance level is below that of other students. He knows that his cultural background and his current home life are different from those of the resident student. The curriculum should be designed to begin correcting this problem at the time when the migrant child first enters school. Orientation periods should be an integral part of the curriculum. Welcoming committees are sometimes used.[1] Another practice is the assigning of a "buddy" to each newcomer during the orientation period.[2]

---

[1] Arthur H. Combs, Perceiving, Behaving, Becoming. (Washington, D.C.: ASCD 1962 Yearbook Committee, 1962), p. 256.

[2] Harry Roberts, A Handbook for Teachers of Migrant Children in Wyoming. (Laramie: Wyoming State Department of Education, 1968), p. 19.

[3] Alfred M. Potts, Neil Sherman, and Roy McCanne, Providing Opportunities for Disadvantaged Children. (Colorado: State Dept. of Education, June, 1964), p. 85.

[4] Ibid.

[5] Bureau of Curriculum Development and Evaluation, "A State Plan to Provide Educational Programs and Services for Children of Migratory Farm Labor Families in Pennsylvania," (Harrisburg, Pennsylvania: 1969), p. 12.

The general attitude of the teacher toward the migrant child influences his feelings of rejection or acceptance. The curriculum plan should include time for the teacher to converse with each student on a one-to-one basis. At this time, the teacher should attempt to determine what the child's intere are. She should help the other children to understand why the migrant child is behind the other children in achievement.[3] The teacher should help other children to understand that the migrant child's education is continually disrupted. The migrant child's cultural heritage should be used to improve his self concept and the concepts which others have of him.[4] By discussing the importance of his people and their contributions to society, he and the resident students can learn to appreciate the uniqueness of these people, rather than resenting their differences.

The physical arrangements in the classroom can contribute to the development of a feeling of adequacy and belongingness. Books which offer a challenge rather than a threat should be used.[5] When displayed in the classroom, student photographs and mirrors can remind the child that he is part of the school.[1]

---

[1] Dolly Blanton, Suggestions for Teaching the Migratory Pupil, (Shafter, California: Richland School District, 1967), p. 75.

[2] Bureau of Elementary Curriculum Development, The State Department of Education, The University of the State of New York, Educating Migrant Childre (Albany, New York: New York Department of Education, 1968).

[3] U. S. Office of Education, An Approach to Bilingual Education.

[4] Texas Education Agency, The Texas Project for Education of Migrant Children, (Austin: September, 1967), p. 23.

[5] Leo R. Lopez, Regional Program for Migrant Education: A Report. (Merced, California: Stanislaus County Department of Education, 1965).

Loss of School Time

To compensate for the class time lost by the migrant student, the curriculum should provide special classes in the subject areas where remedial instruction is needed.[2] Special remedial classes should be taught by specialists in each subject area and should be assisted by aides.[3] The University of New York suggests that teacher-aides should be used if the pupil-teacher ratio exceeds twenty-five.[4] Such classes are isolated from the average students, and rather than being forced to compete academically with the resident students, each child should be dealt with individually.

Because they provide for each student to progress at his own individual capacity, several programs suggest that units of study be used.[5] Units of study should relate to the child's environment, experience, and background.[6] The Texas Project for the Education of Migrant Children suggests using programmed learning to allow each to progress at his own rate of speed. The New Jersey Plan stresses the importance of an ungraded organization.

---

[1] Dolly Blanton, p. 75.

[2] Max Rafferty, California Plan for the Education of Migrant Children Evaluation Record, (Sacremento: California State Department of Public Instruction, 1967).

[3] Ibid.

[4] Educating Migrant Children. p. 62

[5] Colorado State Department of Education, Guide to Organization and Administration of Migrant Education Programs. (Denver: Colorado State Department of Education, 1963), p. 8.

[6] Charles C. Jacobs, An Approach to Migrant Bilingual Education, (Dover: Delaware State Department of Public Instruction, 1967), p. 32.

The textbook should be used as a resource tool and multi-sensory approaches should be used to develop language facility and build concepts.[1] Materials for special classes should include records, tapes, films, filmstrips, photographs, pictures, musical equipment, cooking supplies, science equipment, and books. Emphasis should be on student involvement; therefore, child constructed materials should be included. Language arts experience charts, movies, and slides of actual trips, terrariums, and aquariums should be constructed of child collected nature specimens.[2]

The curriculum for the migrant child must provide for repetition.[3] The migrant child is often timid and may be reluctant about asking questions when he fails to understand. Communication problems contribute to misunderstanding. The teacher should be aware of this problem. By repeating her instructions, she can provide for many misunderstandings of which she may not be aware.

Migrant workers, usually having a very limited amount of formal education often fail to see much value in education; therefore, the negative concept toward school is often reinforced by the family. Oregon's Commissioner of Labor, Norman Neilson, suggests in The Education of the Migrant Child that the migrant frequently feels that he does not belong.[4] Migrants are often isolated in tents, in camps, or in similar communities of their own, and they seldom make contact with the local community or school. By familiarizing the student and his family with the school and community and helping him understand his roles in each, the school program can help develop more positive attitudes toward the school.

---

[1] Texas Education Agency, p. 23.

[2] Max Rafferty. Charles C. Jacobs, p. 32.

[3] Charles C. Jacobs, p. 32.

[4] Mark Martinez and Tom Current, The Education of the Migrant Child Infante, (Salem, Oregon: Migrant Labor Division, State Department of Labor, 1958), p. 20.

School-Community activities should be planned to include full participation of both migrant and resident populations. Liaison personnel can be used to promote communications and interactions of migrant families with the school and community.[1] Field trips within the community can help to familiarize the child with the community.[2]

The classroom environment can contribute to the development of a positive concept toward school.[3] The physical arrangement should be attractive and comfortable.[4] In addition, the environment must be stimulating.[5] The Colorado Program suggests that the textbook should be "heavily supplemented with materials designed to make learning fun." Supplemental items may include games, puzzles, comic books, and similar items. While it is important that each student be encouraged to participate and to enjoy his work, the school program should not let this become an end in itself at the expense of concealing the student's responsibilities.

Blanton contends that behavior rules with fixed boundaries should be established to help the child feel secure.[6] Necessary school rules should be discussed, and the students should participate in the enforcement of rules. Many programs consider consistent self and group discipline as major objectives for the curriculum.[1] The Colorado State Department of Education says that "the child should develop increasing awareness of his influence upon society."[2]

---

[1] Max Rafferty.

[2] Educating Migrant Children. pp. 42-48.

[3] Mark Martinez and Tom Current, p. 20.

[4] Dolly Blanton, p. 75.

[5] Alfred M. Potts, Neil Sherman, and Roy McCanne, p. 85.

[6] Dolly Blanton, p. 75.

It is recognized that the teachers' attitudes, especially during the adjustment period, are important factors in the devèloping impression of the operational procedures, he is not threatened by the strangeness. The negative concept of the migrant child toward the school and his feelings of innadequacy in the school environment contribute to his low level of motivation. The curriculum should be so designed that the experiences planned for the child should be pleasant to him. This requires the removal of threatening competition among students. Combs shows that competition in or out of the classroom should be replaced with cooperation.[3] Students, therefore, should be provided to work together toward the accomplishment of common goals.

One of the most obvious forces limiting the migrant child's progress in education is the loss of school time. His school year is usually cut short at both ends. His family usually moves to their summer job a few weeks before the academic year is completed; the child is withdrawn at this time. Because the summer work season often lasts longer than the summer vacation and because of the several days spent in transit, the child does not return until a few weeks after the school year has begun. The migrant enters school at a later age than the resident child and leaves school at an earlier age.[1] The problem is made more critical by the below average daily attendance of the migrant child. In addition to the obvious loss of time caused by mobility, the child's education is disrupted.

---

[1] Alton E. Harris, Summer Migrant Project, (Leoti, Kansas: Unified School District Number 467, 1967), p. 29.

[2] Alfred M. Potts, Neil Sherman, and Roy McCanne, p. 85.

[3] Arthur Combs and Donald Snygg, Individual Behavior, (Oswego, New York: Harper and Row, 1959), p. 522.

The curriculum must be adjusted so that the migrant child receives nine months of instruction in six months time. This may be accomplished in different ways (most systems use a combination of techniques). The length of the school day may be extended to include the same number of clock hours in the short year that are found in a normal nine month school year.[2] Wyoming uses an eight hour day.[3]

The curriculum should be adjusted to promote regular attendance. Liaison personnel can assist by contacting parents and reminding them of the need for regular sleeping hours and regular eating habits. Bilingual aides can assist in securing parental interest and support.[4]

Inadequate clothes and laundry may be responsible for poor attendance. If so, the school workers (liaison personnel and aides) should work with the necessary agencies to see that the necessary supplies are provided.[5]

---

[1] Mark Martinez and Tom Current, p. 20.

[2] Texas Education Agency.

[3] Harry Roberts, p. 109.

[4] Max Rafferty.

[5] Educating Migrant Children.

The Wyoming State Department of Education lists the previously mentioned reasons for irregular school attendance by migrant children. In addition, the following four reasons are offered:

1. The child's earnings are needed to help support the family.
2. The child is needed to care for younger members of the family or help with work in the home.
3. The parents and the child have a negative attitude in regard to education.
4. The migrant family lacks acceptance in the community.

Wyoming offers the following suggestions for improving school attendance:

1. Lengthen the school day to provide more time for recreational activities that capture the child's interest.
2. Provide clothing through solicitations from local service organizations.
3. Provide Day Care centers for younger members of the family through cooperation with the Office of Economic Opportunity.
4. Convince the parent and the child that with increased mechanization there will be less demand for unskilled labor so that education will be necessary if the child is to be self-supporting in adulthood.
5. Provide a breakfast and afternoon snack as well as a school lunch for each child.
6. Give a certificate of attendance to each child showing the number of days attended.

Health Needs

Curriculum for the Migrant Child reports that the migrant child is often uncomfortable, hungry, tired, anxious, unhappy, and troubled; and these factors distract his attention and affect his performance. A migrant program should (1) determine what the child's needs are, (2) provide him with the equipment and materials needed to correct these needs, (3) and help him to develop correct health habits to prevent future health problems.

The University of New York suggests that a program for migrants begin with a physical examination followed by caring for his needs through providing health kits.[1] Wyoming programs begin with medical, dental, eye, and ear examinations as well as a complete immunization series. Films, models, and discussions on health are necessary to the development of good health habits. Special classes are needed on sex education because the migrant child assumes the adult sex role earlier than the stationary child. If a consultant is needed, a teacher-nurse should be used.[2] The New Jersey Plan provides for dental and medical services.

Because poor nutrition is a factor in many medical needs of migrants, many migrant programs provide free lunch for the students; some provide both a hot breakfast and lunch.[3]

One objective of California's migrant program is the development of an awareness of physical needs and the acquisition of specific healthful habits, such as eating, resting, cleanliness, and physical exercise. Talks by public health nurses, ministers, dentists, doctors, and social and child welfare workers can supplement the teacher's efforts.[4]

Dental health is one of the unmet problems of the migrant child. The following concepts should be taught about good dental health:

1. Correct methods of brushing teeth and the establishment of a regular supervised brushing routine after each meal and snack at school.
2. Importance of reducing sweets by substituting other foods.

---

[1] Educating Migrant Children, p. 48.

[2] Harry Roberts, pp. 55-56.

[3] Dolly Blanton, p. 75.

[4] Max Rafferty, p. 109.

3. Value of rinsing mouth or cleaning teeth after eating.
4. Learn how decay starts through study of structure of teeth.
5. Services offered by dentists and how to arrange for them.[1]

Nutrition should be an integral part of the curriculum. Most migrant schools provide both breakfast and lunch. In addition, some provide an afternoon snack. The curriculum can contribute to this need by teaching the importance of a well-balanced diet (and how to select such), the importance of a wide variety of foods in the diet, and the importance of cleanliness in the care and preparation of foods.

Roberts reports that there are other health areas for which the curriculum should attempt to provide:

1. Care of the eyes--desirable reading habits, such as distance and brightness of light.
2. Rest
    a. There is a need for reasonable sleeping time with different requirements for different ages.
    b. The migrant family needs to plan together to see that younger family members get enough rest and quiet activities before bedtime.
    c. The curriculum should provide an opportunity for rest during the day.[2]

Needed Skills

The cultural background and the mobile nature of the migrant often disrupts and prevents the development of many skills. Some of these skills are pre-requisites for the accomplishments of other educational objectives.

Individual Assessment

Most state departments of education recognize a need for an assessment to determine the real life learning needs of each child. Individual assessments are necessary because most programs for migrant children strive to provide a high degree of individual instructions for each student. The Indiana State Department of Education states that, to be effective, such an analysis of individual student needs must go into the homes.[1] Other state plans seem to agree that the assessment must go beyond the limitations of standardized tests. Several writers assert that such tests are not fair tests for the migrant child because he often does not know English well enough to understand the language used in these tests.

---

[1] Harry Roberts, p. 52.

[2] Ibid., p. 53.

Wyoming places newly arrived migrant students in groups according to their chronological age as no report cards or records are brought with them. The teacher is believed capable to soon evaluate the capability of each child through conferences and observations. These two informal tests, constructed by the teachers, are given to determine the reading level of the child:

1. Vocabulary test--A list of twenty words are selected from a set of readers on each grade level. The child is placed in a reader one grade below the list from which he does not miss more than five words.

2. Reading test--A reader is selected from the desired grade level. The child reads orally. He should be able to read comfortably at the level at which he does not miss more than five words per page.[2]

One factor which complicates individual assessment of educational needs of migrants is the difficulty involved in securing records on children in migrant schools. Such records would enable the school officials to record the pupil's progress, interests, abilities, and handicaps, thus making placement less difficult. The Texas migrant schools are beginning to use a withdrawal slip for transfer and interschool communication. A national committee is at work on developing a uniform transfer record which will be used by all states.[1]

---

[1] Fred A. Croft, Some New Approaches to Migrant Education, (Indianapolis: Indiana Department of Public Instruction, 1967).

[2] Harry Roberts, p. 38.

Skills Development

Practical Skills

The California Plan for the Education of Migrant Children stresses the importance of developing skills which are practical in the migrant's life.[2] Skills mentioned are art, cooking, sewing, and the management of money. Indeed, such skills are meaningful to the migrant family.

Language Skills

The migrant child often speaks English as a *second* language.[3] Both his limited vocabulary and limited reading abilities hamper his performance in all academic areas; therefore, the curriculum should begin providing for needed linguistic skills at the very beginning of his program and continue concentrated effort until the migrant's linguistic deficiencies have been satisfied. New Jersey uses the following techniques to develop language skill

1. Uses written work in all subject areas.
2. Uses printed materials abundantly in the classroom, such as signs, posted directions, written slogans, mottos, and jokes.
3. Uses written take-home projects which are practical and useful to their parents.
4. Distributes reading materials.

---

[1] Harry Roberts, p. 92.

[2] Max Rafferty, p. 20.

[3] Harry Roberts, p. 7.

5. Uses meal time for the development of conversational skills
    a. groups migrant students near the teachers
    b. teachers encourage them to talk about their experiences which are meaningful to them

6. Uses classroom activities which involve the entire class i. e., drama, story-telling, and language games.

A three-county program in San Joaquin Valley, California, uses language specialists and bilingual teacher-aides. Special texts are used which are aimed at the special problems of migrants. Intensified instruction, extended to the parents at the camps as well as to the students in the school classroom is given in English.

The Texas Migrant Program includes the following:

1. Organizing a program for teaching English as a second language.

2. Introducing the child to reading and writing only after he has the oral vocabulary to comprehend.

3. Providing multi-level textbooks and supplementary reading materials.

4. Encouraging the child to express himself creatively through story-telling, role-playing, poems, jokes, and writing.

5. Correlating the language arts with other curriculum areas.[1]

The New Jersey Plan divides each subject into sequential steps or skills. The following steps are used to extend the communication ability of each migrant child:

1. A language program is integrated with the total day's activities.

2. New vocabulary is introduced in connection with field trips and other learning experiences.

---

[1] Texas Education Agency.

3. Selected audio-visual materials are used.
4. A variety of responsive listening experiences is used.
5. Non-standard English is accepted while standard English is taught.
6. Function, rather than form, is emphasized.
7. Multiple opportunities for interaction are provided.
8. Nonverbal stimuli are used to motivate verbalization.
9. Corrective measures, detrimental to the self-concept, are avoided.[1]

Although terminology relating to skill development varies, each state system recognizes the necessity of identifying specific skills which are lacking among migrant children. The Indiana Plan contends that the curriculum should use the "systems concept" and should specify those objects of the curriculum which will be the most meaningful to the child. The Colorado Program for migrant children identifies the following specific competencies which the migrant curriculum should develop:

1. Mastery of the English language.
2. Ability to think in quantitative terms.
3. Ability to apply the scientific method or reason scientifically.
4. Good health habits.
5. Desirable mental attitudes.
6. Social competence
   a. ability to adjust to new situations
   b. ability to mix with other people
   c. ability to participate in the community, state, and national affairs
   d. ability to be economically efficient
   e. ability to be intellectually independent

It should be noted that these skills are not limited to the area of linguistics, but include social skills, health habits, and ways of thinking.

---

[1] State of New Jersey, Department of Education, The 1967 Educational Programs for Children of Migrant and Seasonal Families in New Jersey. (Trenton: Department of Education, 1967), p. 20.

The California Program lists specific skills within each of these areas:

English--cultivate oral expression and strengthen listening skills
Social--ability to work with others, proper manners, respect for adults, punctuality and attendance, respect for others' rights, develop personal discipline
Health--promote good health habits
Thinking--good work and study habits, the development of curiosity, and positive attitudes[1]

The California Program identifies specific inclusions for its migrant curriculum:

1. Teach the child that education is related (important) to all lives.
2. Teach the nation's history and appreciation or their heritage.
3. Teach about governmental policies, and operational systems.
4. Teach the child to enjoy life; through establishing a climate of acceptance, sharing the child's environment, encouraging the child to participate, and setting cooperative goals.

Social Skills

The Colorado State Department of Education asserts that "the curriculum should promote basic individual potential with respect to capabilities and skill abilities."[2] One of the major objectives of the migrant curriculum in Colorado is to enhance individual adaptability to cultivate any potential cultural scheme. A second objective is to develop the ability to meet cultural-social demands by means of self-determination. The society expects the child to perform in ways that meet contemporary social standards. The Colorado Program reports that curriculum must provide experiences which will enable the migrant student to develop the ability to perform within any socio-cultural milieu.

---

[1] Max Rafferty.

[2] Ibid.

[3] Potts, Sherman, and McCanne, p. 23.

Cultural Enrichment

The academic ability of the migrant child is often limited because he often lacks previous experiences which limit his academic abilities. His past experiences differ from the present day school which is oriented toward middle-class values.[1] The curriculum must provide needed experiences which the child has missed, and also the curriculum must be adjusted so as to build upon their past experiences which characterize the migrant child' environment.

The migrant student shares two worlds: one at home and the other at school.[2] The curriculum should be designed to integrate the migrant child into the mainstream of American life. Informal talks with the child can be used to determine areas in which cultural experiences are lacking. Field trips which extend into many parts of the community, followed by writing about the new experiences, can help the child develop behavioral patterns acceptable to his environment.[3]

Knowledge of cultural background is helpful to the development of social attitudes.[4] Interest and pride in a culture can be promoted by the teacher's acceptance of the student's background.[5]

Materials used in class should be designed to assist in relating academi to the child's experiences, and to help him see the relation between the two worlds. For example, the language program might include a story of the crops their parents grow, or the mathematics class might concentrate on problems which have direct application to the child's homelife, e.g., maintaining of a family budget.[1] Such activities will not only be meaningful to the child, but they will also seem meaningful to the parent. This is important because the migrant parent often fails to recognize the values of education and does not encourage the children to succeed in school.

---

[1] Harry Roberts, pp. 6-8.

[2] Ibid.

[3] J. O. Maynes, Jr., Arizona State Plan for the Development of Migrant Education Programs, (Arizona State Department of Public Instruction, 1969), p

[4] Ibid.

[5] Texas, Education Agency, p. 23.

Building on the child's background can make learning interesting and functional.[2] A variety of activities and projects should be offered to provide for the child's interests and skills. Concrete procedures and tangible aids should be used.[3]

Expressing a view found in most migrant programs, the California Plan reports that "migrant children must be fully integrated with the regular State and district supported programs for resident students." Although most programs recognize a need for isolated remedial classes, each program realizes that the migrant children need to associate with resident children during the major portion of the school day. California states further that an ungraded program should be used and the class size should not exceed fourteen pupils. Tutoral programs can help. Teacher aides, high school pupils, or even elementary children who like to help others can assist with the remedial classes.[4]

The cultural background of the migrant student often has limited his opportunity and concern for creativity. The curriculum should provide for a high degree of student involvement which will stimulate productivity within the student.

---

[1] Max Rafferty, p. 18.

[2] Texas Education Agency, p. 24.

[3] Harry Roberts, pp. 32-34

[4] Max Rafferty, p. 18.

The New Jersey Migrant Program utilizes a team of college students to extend the horizons of migrant programs.[1] Each team offers a specific program which physically involves each student. These activities include arts and crafts, music, modern dance, sports, and home economics. The Texas Project utilizes art, music, and construction to encourage creativity.

Curriculum for migrants in Colorado are provided with large "blocks" of time during each day for physical involvement.[2] A major objective is the development of critical thinking. The following activities are provided for each child to participate in as a group:

1. Class figures out the story behind a song.
2. Class listens to a poem or story and tries to guess the title.
3. Class listens to part of an exciting conversation and tries to guess the story or historical event.
4. Teacher reads about well-known people and pupils guess who they are.
5. Class compares a taped newscast with comments and one without comments.
6. Class hears a talk on a controversial issue and identifies irrelevant statements.
7. Teacher reads a passage loaded with meaning and asks the class what meanings were there that were not stated.
8. Teacher prepares a speech that is one-sided in favor of something the class will like; then asks the class to criticize the speech.

In addition to the preceding exercises, small group problems are used to develop interest.[3] Also, an accumulative folder is kept for each child to indicate his progress to him and to assist him in the development of culture competence.

---

[1] Marcson and Fasick, p. xii.

[2] Potts, Sherman, and McCanne, p. 85.

[3] Ibid.

As a major objective, The Indiana Migrant Curriculum includes allowance for experimentation and innovation. Emphasis is placed on fulfilling the child's needs, rather than the teacher's. Indiana contends that "the cultural differences between the two, and among the children, be taken into account."

Art

The arts should contribute to a broad concept of culture. As a communication medium, art can bridge the gap between cultures. The migrant student is often isolated from resident students by his lack of previous experiences common to those of the resident student. The art class should permit the migrant student to explore the art which aurrounds him in the school and the community. His attention should be directed to art forms which he has never noticed, such as the design on cloth materials, in architecture, on furniture, and in nature.[1] Art teachers in Wyoming attempt to accomplish this goal by:

1. Stimulating and encouraging the child in his creative expression.
2. Helping the child develop an awareness of beauty all around him.
3. Developing pride in work well done.
4. Providing many and varied art experiences.
5. Demonstrating the correct and most efficient way of using tools and equipment.
6. Teaching the child to be tolerant and appreciate the efforts of others.

---

[1] Harry Roberts, p. 38.

7. Displaying the work of every child.
8. Including appreciation of art through the ages.
9. Explaining the creative value of an art experience to the parent of the child or to the community.

The literature indicates a growing belief that experiences in the arts should be continuous through grade twelve. At every level children should experience new and exciting discoveries working with new materials, new ideas, and new problems.[1] The art curriculum for the migrant should be centered around the continuous development of the child. The Colorado State Department contends that "each discipline must afford the child an opportunity to continually develop at each grade level."[2] A regional project in California has said that the art program should help develop communicative skills through using ethnic songs, games, and stories, clay, pictures, paint, and large, colorful books. According to the Colorado State Department, a seco objective of the art curriculum should be the development of habits and social and emotional relationships with peers and adults through clay work, finger painting, and small group work.[3]

In summary, the art curriculum should offer a wide variety of experiences for the students. It should teach him new ways of expressing his ideas. He should learn to take pride in his work and appreciate the work of others. The teacher should provide encouragement and assistance.

---

[1] Robert Gilchrist, New Curriculum Development, (Washington, D.C.: ASCD, 1965), p. 106.

[2] Potts, Sherman, and McCanne, p. 85.

[3] Ibid.

Mathematics

The number of developments in mathematics curricula has been astounding. The number and degree of differences in modern mathematics curricula has been equally shocking. However, definite characteristics common to all of the curricula can be identified. Robert B. Davis has identified trends and approaches which are common among many of the new mathematics curricula: continues sequence from kindergarten through grade twelve, integrating mathematics with other disciplines, the discovery approach, and use of numerous media and materials.[1]

There are other objectives of the Texas Project mathematics curriculum:

1. To provide sequential instruction in skills as recommended in the Migrant Curriculum Guide.
2. To develop orally the concepts and vocabulary essential to computation and problem solving.
3. To promote appreciation and understanding of language as a school of thought by teaching the child techniques of rewording stated problems.
4. To use a variety of concrete objects.
5. To use a variety of activities to maintain interest and develop learning.

The New York State Department of Education suggests that mathematics skills can be developed by (1) using many concrete, manipulative devices, and (2) by using written problems which are based on the migrant child's previous experiences.[2] Both suggestions are appropriate for the migrant math curriculum because (1) the migrant child is unfamiliar with symbolism common to many mathematics curricula designed for residents, and (2) his previous experiences vary so greatly from those of the resident child that he would be unable to understand problems which are based on experiences of middle class people (most texts are based on middle class values and experiences).

---

[1] Max Rafferty.

[2] Leo R. Lopez.

A three-county regional project for migrants in California lists five methods for accomplishing mathematics objectives in the migrant program:

1. Use work-study sessions centered upon previously assigned homework.
2. Extend the tutoral program at camp by teacher-assistants and aides.
3. Relate activities to "real world" conditions.
4. Use concrete objects to build relationships.
5. Use math games.[1]

Science

Current objectives for the science curriculum are centered around the development of specific attitudes and ways of thinking. Paul E. Blackwood, Acting Chief of the Science, Technology, Engineering, and mathematics section of the U. S. Office of Education states:

> "Teaching methods, procedures, and skills of scientific investigation is a paramount purpose. Most of the current studies have systematically stressed teaching of sound methods of inquiry and investigation as a part of science instrustion. It has become increasingly clear that an essential part of the curriculum of science is those very opportunities for pupils to use and learn sound methods of validating knowledge about the natural world."[2]

Dr. Blackwood suggests that opportunities must be provided at each level which will develop the skills needed to participate efficiently in learning science at the next higher level. Concepts and process skills must be developed gradually; therefore, attention must be given to identifying the age or grade level at which pupils can most efficiently learn them and to determine how much repetition and re-emphasis are essential at each level.

---

[1] Max Rafferty.

[2] Robert Gilchrist, p. 106.

Because they are based on the current knowledge of learning and other modes of behavior, these characteristics which have been identified as objectives, needs, or directions for modern science education should apply to the migrant science program as well.

In Wyoming migrant science curriculum has identified the following objectives. Each objective involves the development of certain ways of thinking.

1. To help children pose a problem as a result of their observations.
2. To give guidance on how to proceed to find an answer.
3. To help develop an open-minded attitude until more than one way has been explored to find an answer.
4. To help children to try different ways of solving the problem.
5. To help children to evaluate their findings.
6. To encourage children to delve into other problems.[1]

The science curriculum for the Migrant Child in Texas lists four objectives for its program:

1. To give the child better understanding of the physical environment.
2. To use the terms, principles, and activities for science outlined in the Migrant Curriculum Guide.
3. To provide opportunities to apply the problem solving method in other areas of instruction.
4. To correlate science activities with math, art, and language arts.[2]

---

[1] Harry Roberts, 75.

[2] Charles C. Jacobs, p. 32.

Models for Determining Educational Needs of Migrant Children

Programs and projects concerned with the education of migrant children list the educational needs of the migrant child as a matter of fact in the general considerations of the program. Despite the existence of several lists of educational needs of the migrant child, the available literature does not provide a specific, comprehensive model for the identification of all of these needs, i.e., an instrument for the determination of needs.

Because curricula for migrant children are often tailored to meet their educational and instructional needs, it is essential that the method of determining these needs be stated. After exhausting the available literature concerned with the educational needs of the migrant child, several methods of determining these needs have been isolated. It is significant that althoug the following is a review of the various methods of determining educational needs, no single migrant education project plan includes all of the methods discussed.

Subjective and objective devices are utilized in determining educational needs. The major objective tool is tests of various kinds.

The literature indicates that literacy is a prime concern for curriculum programs for migrant children. Determining the reading and language skills of children migrating into a school is accomplished in the state of Florida by the Wide-Range Achievement Test (WRAT).[1] By administering the WRAT, Florida determined one of its objectives for the Program for Migrant Children as being "to bring about improvement in language development to facilitate acquisition and control of communicative skills."[1]

---

[1] *Florida Migratory Child Compensatory Program: Annual Evaluation Report*, State Department of Education, (Tallahassee, Florida: Fiscal Year, 1968), p. 56.

An entire group of migrant children participated in the WRAT as part of the pretesting program in 1968. For the pretest, a group mean of 20.00 was calculated. After instruction, the same group was post-tested with the WRAT, and the result was a group mean of 20.62.[2]

The California Plan for the Education of Migrant Children indicates that achievement tests are administered to determine past achievement, learning potential, and grade placement. The California Achievement Test, the California Test of Mental Maturity, the Peabody Picture Vocabulary Tests, and the Durrell Reading Analysis Test, and the Wide-Range Achievement Test are all employed by the state of California in ascertaining educational needs.[3]

To obtain intelligence quotients and learning abilities of children of agricultural workers, the Colorado State Department of Education (1961) reports utilization of the New-Revised Stanford Benet Test of Intelligence, the Non-Language Multimental Intelligence Test, and the Goodenaugh Intelligence Test (Draw-A-Man).[4] The Colorado Report also recommends that standardized tests be used only if the school staff situation permits bona fide use of the findings.[5] Because migrant children in "the lower primary grades are not yet test oriented," the Colorado Report suggests that the

---

[1] Ibid.

[2] Ibid.

[3] California Plan for the Education of Migrant Children: Annual Evaluation Report 1968, California State Department of Education, (Sacramento: 1968).

[4] Alfred M. Potts, Education for Migrant Children, State Board of Education, (Austin, Texas: 1962), p. 97.

[5] Ibid., p. 84.

Lower Primary Form of the California Achievement Test not be used for the lower grades.[1] The Colorado Report addresses itself to the use of the Lower and Upper Primary Forms of the California Test for "advanced pupils because these forms are reasonable reliable measurements."[2]

The Proposed Curriculum for Texas Migratory Children (1963) suggests the use of standardized tests or tests designed for the special curriculum for determining specific needs of the migrant child.[3] The 1968 Evaluation Section of the Division of Assessment and Evaluation of the Texas Education Agency reports use of specific tests: the Stanford Benet Achievement Test with particular emphasis on the Arithmetic and the Paragraph Meaning portions of the test.[4]

Tests are employed as an objective means for determining the educational needs of migrant children; however, the administration and interpretation of tests are not the sole models for indicating educational needs.

Subjective devices have been widely used. Among the most widely used of the subjective devices is the opinion of the teachers and administration in the school. Potts states that, "Increasingly in American education there has been acceptance of teacher judgements as one of the most reliable means to measure the status of a pupil. An experienced teacher takes into account more than academic achievement. Social maturation, ability to understand and ability to memorize are judged more accurately by the teacher than can

---

[1] Ibid., p. 85.

[2] Ibid., p. 86.

[3] Proposed Curriculum Program for Texas Migratory Children, Texas Education Agney, (Austin, Texas: 1963).

[4] Texas Project for the Education of Migrant Children 1967-68, Prepared by the Evaluation Section of the Division of Assessment and Evaluation, Texas Education Agency, (Austin, Texas: October, 1968).

can be done by achievement tests."[1] As Potts states further, "Meeting instructional needs of migrants can be met only by individual efforts of the teacher."[2]

Oregon achieves grade placement of the migrant child by coordination of the student's age, the opinion of the teacher, and achievement tests results.[3]

Interviews with migrant adults have been employed to ascertain the perceptions that these adults have regarding the educational needs of migrant children.[4] By fusing impressions of the interviewee, educational needs have been idenitfied.[5]

The Report of the Educational Needs of the Migrant Worker (1965) describes the use of the United States Census (1960) for determining educational needs. Charts in The Census concerned with population, literacy, and the number of migrant workers were consulted.[6] In addition, Texas reports use of the Census figures which denote the amount of schooling for adults over twenty-five years of age in determining the need for reading clinics.[7]

---

[1] Alfred M. Potts, p. 87.

[2] Ibid., p. 85.

[3] Study of Migrant Children in Oregon Public Schools, The State Department of Education, (Salem, Oregon: April, 1960).

[4] Calvin R. Orr, Southwestern States Developmental Project Relating to the Educational Needs of Adult Agricultural Migrants, Colorado State Department of Education, (Denver, Colorado: 1965), p. 87.

[5] Ibid., p. 88.

[6] Report of the Educational Needs of Migrant Workers, Texas Education Agency, (Austin, Texas: 1965).

[7] Ibid.

The survey is another tool for identifying educational needs of migrant children. The National Committee on the Education of Migrant Children (1963) reports that respondents participating in a survey were asked to indicate the importance of each of twelve categories of educational needs of migrant children. Items in the list of needs ranged from reimbursement of school districts for migrant children to cooperation of migrant parents.[1]

Respondents indicated that the most important need was "for reimbursement of school districts for migrant children enrolled in regular or special school terms and community understanding and concern for the problem of educating the migrant child."[2] The least important need as indicated by the survey respondents was for "information on the development of educational programs adapted to the needs of migrant children."[3]

Lopez states that conferees at the Conference on the Education of Migrant Children (1967) "took the position that the educational needs of migrants have long been known to educators."[4] Although the Conference Report states educational needs, it does not describe the method used to determine these needs.

Moore asserts that "research into the actual needs of migrant children and adults is needed." Indeed, a study of the eudcational needs of migrants is needed, and the most "complicated problem is the lack of a coordinated attack on migrant social, economic, health, and educational relationships by local, state, and federal agencies."[1]

---

[1] The School and the Migrant Child: A Survey Interpreted, National Committee on the Education of Migrant Children, (1963), p. 5.

[2] Ibid., p. 4.

[3] Ibid., p. 5.

[4] Leo Lopez, Basis for a Plan of Action for Improving the Education of Migrant Children, California State Department of Education, (Sacramento: January, 1967), p. iii.

---

[1] Harold E. Moore, Southwestern States Developmental Project Relating to the Educational Needs of Adult Agricultural Migrants, Arizona State University College of Education, (January, 1965), p. 4.

SECTION III

PRESENTATION OF THE DATA RELATED TO THE IDENTIFICATION OF MIGRANT CHILDREN SURVEYED IN THE STUDY

The data related to the identification of migrant children surveyed during the study, such as their parents occupations, ethnic background, geographical origin, and arrival dates, is presented in this section.

The data was obtained from information recorded on the Seasonal Agricultural Child Survey Form (Form 2), shown in Appendix A, and from interviews with migrant children and their families, and principals, teachers, secretaries, employers and others knowledgeable about the migrant children and their families.

Number of Migrant Families Identified

The number of possible migrant families from each school system and the number of families determined to be migrants under the definition used is shown by school system in Table 2.

Eligibility was determined by members of the survey team in accordance with the definition and guidelines set forth by the Blue Ribbon Panel and discussed in Section I.

The number of families selected for interviews to determine the eligibility of families from each county met the requirements of the State Department of Education and the interviews determined the percentage of migrant families that would be eligible from each county.

Table 2

THE NUMBER OF POSSIBLE MIGRANT FAMILIES, MIGRANT FAMILIES INTERVIEWED, AND FAMILIES DETERMINED TO BE MIGRANTS, BY SCHOOL SYSTEM

	Blount	Cullman	Pike	Washington	Demopolis	Elba	Total
Number of Possible Migrant Families	40	146	71	78	6	8	349
Number of Families Interviewed	8	146	31	24	3	8	220
Percentage of Families Interviewed	20%	100%	43.66%	30.76%	50%	100%	63.04%
Percentage of Families Determined to Be Migrants	100%	66.43%	100%	100%	100%	62.5%	85.10%
Number of Migrant Families	40	97	71	78	6	5	297

Two hundred and ninety-seven of the 349 possible migrant families in the six systems surveyed (85 percent) were determined to be eligible for assistance.

Number of Migrant Children

The number of migrant children included in the 297 migrant families is shown by grade and school system in Table 3.

Table 3

NUMBER OF MIGRANT CHILDREN BY GRADE AND SCHOOL SYSTEM

	School System						
Grade	**Blount**	**Cullman**	**Pike**	**Washington**	**Demopolis**	**Elba**	**Total**
Pre-School	9	21	11	5	1	1	48
1	5	31	8	16	1	2	63
2	11	23	7	10	2	3	56
3	7	29	9	5	1	1	52
4	9	23	19	14	0	2	67
5	6	26	17	29	4	0	82
6	9	18	15	22	2	1	67
7	9	18	31	27	2	3	90
8	6	18	17	21	2	0	64
9	5	16	13	19	0	1	50
10	0	7	8	18	2	0	35
11	0	3	3	12	0	0	18
12	0	0	3	3	0	0	6
Withdrawn	15	16	0	8	0	0	39
Total	91	245	161	209	17	14	737

As shown, 737 migrant children were included in the families determined for federal assistance. Forty-eight (6.5 percent) of the children were pre-school aged children. The number of school aged children was 650 (88.2 percent). Thirty-nine migrant children (5.3 percent) had withdrawn from school during the school year.

The number of migrant pre-school, school age, and withdrawn children are presented in Table 4 by system and in comparison to the total enrollment of each system.

Table 4

NUMBER OF ELIGIBLE MIGRANT CHILDREN BY SYSTEM
COMPARED TO THE TOTAL ENROLLMENT OF THE SCHOOLS SURVEYED

County	Enrollment of Schools Surveyed	Migrant Preschool	Migrant School Age	Migrant Withdrawn	Total
Blount	525	9	67	15	91
Cullman	5064	21	208	16	245
Pike	1801	11	150	0	161
Washington	1902	5	196	8	209
Demopolis	2341	1	16	0	17
Elba	1788	1	13	0	14
Total	12421	48	650	39	737

Ethnic Background of the Migrant Children Surveyed

The children identified as migrants is the six systems surveyed represent two ethnic backgrounds--Caucasian and Negro. The number of migrant children from each ethnic background is shown by school system in Table 5.

Table 5

THE DISTRIBUTION OF THE MIGRANT CHILDREN
SURVEYED BY ETHNIC BACKGROUND AND SCHOOL SYSTEM

	Blount	Cullman	Pike	Washington	Demopolis	Elba	Total
Caucasian	91	245	55	209	12	6	618
Negro	0	0	106	0	5	8	119

A detailed breakdown of the distribution of the migrant children surveyed is shown in Table 6 by grade and ethnic background in each school system.

Geographical Movement of Migrant Children

Part of the information obtained during the survey focused on the movement of migrant children into the State of Alabama and within the State. The data reveals that 20 states were identified when the migrant children surveyed were asked to name the schools they attended prior to the school in which they were presently enrolled.

Seventy-eight percent of the children surveyed came from schools within the state thus identifying a majority figure of the children surveyed as being migratory within Alabama.

Table 7 shows the data related to the movement of the migratory children surveyed by state and school system. Looking at the first column and first row of the table the reader can note the number of children who came to the Blount County School System from within the state.

Table 6

THE DISTRIBUTION OF MIGRANT CHILDREN BY ETHNIC BACKGROUND, GRADE, AND SCHOOL SYSTEM

	Pre-School	1	2	3	4	5	6	7	8	9	10	11	12	Withdrawn From School	Total
Blount Caucasian	9	5	11	7	9	6	9	9	6	5	0	0	0	15	91
Blount Negro	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cullman Caucasian	21	31	23	29	23	26	18	18	18	12	7	3	0	16	245
Cullman Negro	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pike Caucasian	7	6	5	5	2	4	7	5	5	1	4	1	3	0	55
Pike Negro	4	2	2	4	17	13	8	26	12	12	4	2	0	0	106
Washington Caucasian	5	16	10	5	14	29	22	27	21	19	18	12	3	8	209
Washington Negro	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Demopolis Caucasian	1	1	1	1	0	2	2	2	2	0	0	0	0	0	12
Demopolis Negro	0	0	1	0	0	2	0	0	0	0	2	0	0	0	5
Elba Caucasian	0	1	2	1	1	0	0	1	0	0	0	0	0	0	6
Elba Negro	1	1	1	0	1	0	1	2	0	1	0	0	0	0	8
Total	48	63	56	52	67	82	67	90	64	50	35	18	6	39	737

Table 7

THE GEOGRAPHIC MOVEMENT OF THE MIGRANT CHILDREN SURVEYED BY STATE AND SCHOOL SYSTEM

	Blount	Cullman	Pike	Washington	Demopolis	Elba	Total
Intra-State	74	160	128	204	5	10	581
Arkansas		1			3		4
California		10					10
Connecticut			1				1
Florida	9	22	17		2	4	54
Georgia		4	4				8
Illinois		3					3
Indiana		4					4
Louisiana		1					1
Michigan		9	3		5		17
Mississippi		5					5
New Jersey			4				4
New York	1						1
North Carolina	2						2
Ohio	5	8	3				16
Pennsylvania			1				1
South Carolina		2					2
Tennessee		7					7
Texas		8			2		10
Virginia				5			5
Washington		1					1
Total	91	245	161	209	17	14	737

Arrival Dates of the Migrant Children Surveyed by Grade and School System

The movement of the migrant children surveyed into and within the State of Alabama presented in Table 7 represents movement over a five year period--from 1964 to 1969. The previous school attended by migrant children was recorded retroactively to include the 1964-1965 school year.

Table 8 presents the arrival dates of the migrant children surveyed in the six school systems studied by school system and school year.

Looking at row 1 and column 1 the reader will note that 42 migrant children moved into the Blount County schools surveyed in the school year 1968-1969.

Table 8

ARRIVAL DATES OF THE MIGRANT CHILDREN SURVEYED IN THE
SIX SCHOOL SYSTEMS STUDIED BY SCHOOL SYSTEM AND SCHOOL YEAR

	68-69	67-68	66-67	65-66	64-65	Total
Blount	42	28	9	10	2	91
Cullman	142	52	28	19	4	245
Pike	92	16	18	28	7	161
Washington	209	0	0	0	0	209
Demopolis	13	3	1	0	0	17
Elba	11	1	1	1	0	14
Total	509	100	57	58	13	737

Table 9 shows the arrival of the migrant children surveyed in the school systems studied by grade, school system, and school year.

Table 9

ARRIVAL DATES OF THE MIGRANT CHILDREN SURVEYED IN THE SIX SCHOOL SYSTEMS STUDIED BY GRADE AND SCHOOL YEAR

Grade	1968-69	1967-68	1966-67	1965-66	1964-65	Total
Preschool	29	7	6	5	1	48
1	51	6	3	2	1	63
2	33	14	6	2	1	56
3	30	12	5	4	1	52
4	44	10	5	6	2	67
5	51	12	8	10	1	82
6	43	9	5	9	1	67
7	68	9	8	5	0	90
8	38	9	7	8	2	64
9	41	5	1	1	2	50
10	26	4	3	3	0	35
11	14	3	0	0	0	18
12	3	0	0	2	1	6
Withdrawn	38	0	0	1	0	39
Total	509	100	57	58	13	737

The tables which follow, 10-21, present the movement of the migrant children by grade and school year for each school system included in the study:

1. Blount
2. Cullman
3. Pike
4. Washington
5. Demopolis
6. Elba

In the case of the Pike, Demopolis, and Elba School Systems, two ethnic backgrounds are represented. Thus two tables are presented for each system. One table to present the arrival dates of all the children surveyed in the school system and a second table to present arrival information by ethnic background for the system.

Arrival Dates of the Migrant Children Surveyed in the Blount County School System

Table 10 shows the arrival dates of 91 migrant children surveyed in the Blount County school system. Looking at row 1 and column 1, the reader will see that 1 preschool migrant child, of the 91 surveyed, came to the Blount County school system in the 1968-69 school year.

Arrival Dates of the Migrant Children Surveyed in the Cullman County School System

Similar to the Blount County school system, the migrant children identified during the survey as moving into the Cullman County school system were all Caucasian.

Table 11 presents the arrival dates of the 245 migrant children surveyed in the Cullman County school system.

Arrival Dates of the Migrant Children Surveyed in the Pike County School System

Table 12 shows the arrival dates, by grade and school year, of the 161 migrant children surveyed in the Pike County school system.

Table 10

ARRIVAL DATES OF THE MIGRANT CHILDREN SURVEYED IN THE BLOUNT COUNTY SCHOOL SYSTEM BY GRADE AND SCHOOL YEAR

Grade	1968-69	1967-68	1966-67	1965-66	1964-65	Total
Preschool	1	5	1	2	0	9
1	4	0	0	1	0	5
2	3	7	1	0	0	11
3	2	5	0	0	0	7
4	3	2	1	3	0	9
5	3	1	1	1	0	6
6	2	1	2	4	0	9
7	4	3	1	1	0	9
8	3	2	1	0	0	6
9	2	2	1	0	0	5
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Withdrawn	15	0	0	0	0	15
Total	42	28	9	12	0	91

Table 11

ARRIVAL DATES OF THE MIGRANT CHILDREN SURVEYED IN THE CULLMAN COUNTY SCHOOL SYSTEM BY GRADE AND SCHOOL YEAR

Grade	1968-69	1967-68	1966-67	1965-66	1964-65	Total
Preschool	13	2	4	1	1	21
1	21	5	3	1	1	31
2	13	6	2	2	0	23
3	17	5	4	3	0	29
4	13	5	3	2	0	23
5	9	9	4	4	0	26
6	11	6	1	0	0	18
7	10	3	4	1	0	18
8	7	6	3	2	0	18
9	9	1	0	0	2	12
10	4	1	0	2	0	7
11	0	3	0	0	0	3
12	0	0	0	0	0	0
Withdrawn	15	0	0	1	0	16
Total	142	52	28	19	4	245

Table 12

ARRIVAL DATES OF THE MIGRANT CHILDREN SURVEYED IN THE PIKE COUNTY SCHOOL SYSTEM BY GRADE AND SCHOOL YEAR

Grade	1968-69	1967-68	1966-67	1965-66	1964-65	Total
Preschool	8	0	1	2	0	11
1	8	0	0	0	0	8
2	4	0	2	0	1	7
3	4	2	1	1	1	9
4	13	0	3	3	0	19
5	6	2	3	5	1	17
6	6	1	2	5	1	15
7	23	3	3	2	0	31
8	5	1	3	6	2	17
9	10	2	0	1	0	13
10	3	1	3	1	0	8
11	2	1	0	0	0	3
12	0	0	0	2	1	3
Withdrawn	0	0	0	0	0	0
Total	92	13	21	28	7	161

As discussed and illustrated in Tables 5 and 6, the migrant children surveyed in the Pike County school system represent two ethnic backgrounds. Table 13 shows the arrival of the 161 migrant children surveyed in the Pike County school system by school year and ethnic background.

Table 13

ARRIVAL DATES OF THE MIGRANT CHILDREN SURVEYED IN THE PIKE COUNTY SCHOOL SYSTEM BY SCHOOL YEAR AND ETHNIC BACKGROUND

	1968-69	1967-68	1966-67	1965-66	1964-65	Total
Caucasian	26	9	11	7	2	55
Negro	66	7	7	21	5	106

Arrival Dates of Migrant Children in the Washington County School System

Table 14 shows the arrival dates of the 209 migrant children surveyed in the Washington County school system by grade and school year. Like the Blount and Cullman County Systems the migrant children represent one ethnic background--Caucasian.

Arrival Dates of Migrant Children in the Demopolis City School System

Table 15 presents the arrival dates of the 17 migrant children surveyed in the Demopolis City school system by grade and school year.

Similar to the Pike County school system and the Elba City school system, the migrant children arriving in the Demopolis City school system represent two ethnic backgrounds. Table 16 shows the arrival dates of the 17 migrant children surveyed in the Demopolis City School System by school year and ethnic background.

Table 14

ARRIVAL DATES OF THE MIGRANT CHILDREN SURVEYED IN THE WASHINGTON COUNTY SCHOOL SYSTEM BY GRADE AND SCHOOL YEAR

Grade	1968-69	1967-68	1966-67	1965-66	1964-65	Total
Preschool	5	0	0	0	0	5
1	16	0	0	0	0	16
2	10	0	0	0	0	10
3	5	0	0	0	0	5
4	14	0	0	0	0	14
5	29	0	0	0	0	29
6	22	0	0	0	0	22
7	27	0	0	0	0	27
8	21	0	0	0	0	21
9	19	0	0	0	0	19
10	18	0	0	0	0	18
11	12	0	0	0	0	12
12	3	0	0	0	0	3
Withdrawn	8	0	0	0	0	8
Total	209	0	0	0	0	209

Table 15

ARRIVAL DATES OF THE MIGRANT CHILDREN SURVEYED IN THE DEMOPOLIS CITY SCHOOL SYSTEM BY GRADE AND SCHOOL YEAR

Grade	1968-69	1967-68	1966-67	1965-66	1964-65	Total
Preschool	1	0	0	0	0	1
1	0	1	0	0	0	1
2	1	0	1	0	0	2
3	1	0	0	0	0	1
4	0	0	0	0	0	0
5	4	0	0	0	0	4
6	1	1	0	0	0	2
7	2	0	0	0	0	2
8	2	0	0	0	0	2
9	0	0	0	0	0	0
10	1	1	0	0	0	2
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Withdrawn	0	0	0	0	0	0
Total	13	3	1	0	0	17

Table 16

ARRIVAL DATES OF THE MIGRANT CHILDREN SURVEYED IN THE DEMOPOLIS CITY SCHOOL SYSTEM BY SCHOOL YEAR AND ETHNIC BACKGROUND

	1968-69	1967-68	1966-67	1965-66	1964-65	Total
Caucasian	9	2	1	0	0	12
Negro	4	1	0	0	0	5

Arrival Dates of Migrant Children in the Elba City School System

Table 17 shows the arrival dates of the 14 migrant children surveyed in the Elba City school system during the period 1964-1969 by grade and school year.

Similar to the Pike County school system and the Demopolis City school system, the migrant children in the Elba City school system represent two ethnic backgrounds. Table 18 shows the arrival dates of the 14 migrant children surveyed in the Elba City school system by school year and ethnic background.

Anticipated Departure Dates of the Migrant Children Surveyed

The anticipated departure dates of the migrant children surveyed in the study are shown in Table 19 by date and school system. The dates presented reflect only those dates known by the children surveyed at the time such information was obtained during the study.

Table 17

ARRIVAL DATES OF THE MIGRANT CHILDREN SURVEYED IN THE ELBA CITY SCHOOL SYSTEM BY GRADE AND SCHOOL YEAR

Grade	1968-69	1967-68	1966-67	1965-66	1964-65	Total
Preschool	1	0	0	0	0	1
1	2	0	0	0	0	2
2	2	1	0	0	0	3
3	1	0	0	0	0	1
4	1	0	1	0	0	2
5	0	0	0	0	0	0
6	1	0	0	0	0	1
7	2	0	0	1	0	3
8	0	0	0	0	0	0
9	1	0	0	0	0	1
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Withdrawn	0	0	0	0	0	0
Total	11	1	1	1	0	14

Table 18
ARRIVAL DATES OF THE MIGRANT CHILDREN SURVEYED IN THE ELBA CITY SCHOOL SYSTEM BY SCHOOL YEAR AND ETHNIC BACKGROUND

	1968-1968	1967-68	1966-67	1965-66	1964-65	Total
Caucasian	3	0	3	0	0	6
Negro	8	0	0	0	0	8

Table 19

THE ANTICIPATED DEPARTURE DATES OF THE MIGRANT CHILDREN SURVEYED BY DATE, NUMBER OF CHILDREN, AND SCHOOL SYSTEM

Date	Blount	Cullman	Pike	Washington	Demopolis	Elba	Total
June '69	0	23	47	0	2	0	72
July '69	0	0	0	0	0	0	0
Aug '69	0	0	0	0	0	0	0
Sept '69	0	4	0	0	0	0	4
Oct '69	0	2	0	0	0	0	2
Nov '69	0	7	0	0	0	0	7
Dec '69	0	6	0	0	0	0	6
Jan '70	0	7	0	0	0	0	9
Feb '70	0	0	0	0	0	0	0
Mar '70	0	0	0	0	0	0	0
Apr '70	0	0	0	0	0	0	0
May '70	0	0	0	207	0	0	207
Total	0	49	47	207	2	0	307

Destinations of the Migrant Children Leaving the Schools Surveyed in the Systems Included in the Study

Table 20 shows the destination of the 293 migrant children leaving the school systems surveyed in the study. Looking at row 1 and column 1 the reader will see that 6 of the migrant children surveyed were leaving the Blount County school system for other systems within the state.

Table 20

THE DESTINATION OF THE MIGRANT CHILDREN LEAVING THE SCHOOL SYSTEMS SURVEYED BY STATE AND SCHOOL SYSTEM

	Blount	Cullman	Pike	Washington	Demopolis	Elba	Total
Intra-State	6	21	47	196	0	0	270
Pennsylvania	1	0	0	0	0	0	1
Florida	1	6	0	0	2	0	9
Ohio	0	1	0	0	0	0	1
Michigan	0	2	0	0	0	0	2
Illinois	0	1	0	0	0	0	1
Tennessee	0	1	0	0	0	0	1
Virginia	0	0	0	5	0	0	5
Texas	0	3	0	0	0	0	3
Total	8	35	47	201	2	0	293

The Varying Nature of Migrant and Former Migrant Worker's Occupations

Part of the information gathered during the survey from the migrant children identified by the survey dealt with the occupations in which the families of the children were engaged. Many of the migrant children responded that their families were actively engaged in more than one kind of migrant occupation from year to year.

Table 21 shows the kinds of occupations recorded by migrant children from 297 families and the frequency with which they were recorded. Looking at row 1 and column 1 the table shows that 26 children from Blount County school system reported that their parents have worked as farm laborers.

Table 21

THE KINDS AND FREQUENCY OF MIGRANT WORKERS AND FORMER MIGRANT WORKERS OCCUPATIONS BY SCHOOL SYSTEM AND OCCUPATIONS

	Blount	Cullman	Pike	Washington	Demopolis	Elba	Total
Farm Laborer	26	40	10	1	1	3	81
Crop Harvest	12	22	52	92	1	1	180
Cannery	0	8	0	0	0	0	8
Food Processing	0	9	5	0	2	0	16
Poultry	4	78	5	0	1	1	88
Egg	5	30	5	0	0	0	40
Hogs	0	1	1	0	0	0	2
Dairy	1	1	0	0	0	0	2
Cotton	0	1	0	0	0	0	1
Crop Sprayer	0	0	0	0	1	0	1
Total	47	190	78	93	6	5	419

SECTION IV

PRESENTATION OF THE DATA RELATED TO THE PRELIMINARY ASSESSMENT OF THE EDUCATIONAL NEEDS OF THE MIGRANT CHILDREN SURVEYED IN THE STUDY

The data presented in this section represents the educational needs of those migrant children surveyed in the study as perceived by the teachers of the children. The number of schools surveyed in each school system is discussed in Section I and the data presented in this section represents only those schools.

The sections of material for those school systems with migrant children from more than one ethnic background include additional tables to represent the number of the migrant children surveyed by ethnic background.

Preliminary Assessment of Educational Needs of the Migrant Children Surveyed in the Blount County School System

Table 21 presents the number of educational needs of the migrant children surveyed in the Blount County school system by grade and by need. Looking at row 1 and column 1 the reader will see that 3 first grade migrant children, of the migrant children surveyed in the Blount County school system, need remediation in reading.

Preliminary Assessment of the Educational Needs of the Migrant Children Surveyed in the Cullman County School System

The Cullman County school system migrant children, similar to the Blount County school system migrant children that were surveyed, represent one ethnic background--Caucasian.

Table 22 presents the preliminarily assessed educational needs of the migrant children surveyed in the Cullman County school system by grade, area and number. Looking at row 1 and column 1 the reader will see that 14 of the first grade migrant children surveyed need remediation in reading.

Preliminary Assessment of the Educational Needs of the Migrant Children Surveyed in the Pike County School System

As shown in Section III the migrant children surveyed in the Pike County school system represent two ethnic backgrounds--Caucasian and Negro. Table 23 shows the educational needs of the Caucasian migrant children surveyed in the Pike County school system by grade, area of need, and the frequency of the need. Looking at row 1 and column 1 the reader will see that 1 first grade migrant child needs remediation in reading.

Table 24 presents the educational needs of the Negro migrant children surveyed in the Pike County school system.

Preliminary Assessment of the Educational Needs of the Migrant Children Surveyed in the Washington County School System

Similar to the Blount and Cullman County school systems the migrant children surveyed in the Washington County school system represent one ethnic background--Caucasian.

Table 25 presents the educational needs of those children surveyed by grade and area of need.

Preliminary Assessment of the Educational Needs of the Migrant Children Surveyed in the Demopolis City School System

The migrant children surveyed in the Demopolis City school system represent two ethnic backgrounds--Caucasian and Negro.

Table 26 presents the educational needs of the Caucasian children surveyed in the Demopolis City school system.

Table 27 presents the educational needs of the Negro migrant children surveyed in the Demopolis City school system.

Preliminary Assessment of the Educational Needs of the Migrant Children Surveyed in the Elba City School System

The migrant children surveyed in the Elba City school system represent two ethnic backgrounds.

Table 28 shows the educational needs of the Caucasian migrant children surveyed in the Elba City school system by grade and area of need.

Table 29 presents the educational needs of the Negro migrant children surveyed in the Elba City school system.

Summary

In interpreting the data on the charts, one could generalize that the category "learning skills" was emphasized by the teachers rather than the sociological, physiological or miscellaneous categories, for of the total responses made, 91% fell within this one general area.

More specifically within the "learning skills" category then, language arts was seen as the most important need throughout all the school systems surveyed. Of the total responses made, 31% suggested that the need to improve the work of the migrant child in language arts was most important. The need for more work in math, with 18% of the responses, was seen as being slightly greater than the need for more work in social studies, although the difference between the two was only a small fraction of 1%. Next in terms of importance in the category of learning skills was seen the need to improve the reading abilities of the migrant child. Some 16% of the responses fell into this classification. Reading was followed in importance very closely by science (also 16%) which in turn was followed by miscellaneous responses from several other areas, each of which got virtually a negligible number of responses.

As indicated above, the general categories other than learning skills received relatively few responses, this perhaps due in part to both the general educational orientation of the survey and the open-ended type of survey conducted. In any case, of the remaining categories, sociological needs were seen as most important and, within this category, cultural enrichment was stressed. The total numbers involved are, however, small enough to be seen quite readily from the charts themselves.

Table 21

THE NUMBER OF EDUCATIONAL NEEDS
OF THE MIGRANT CHILDREN SURVEYED IN THE
BLOUNT COUNTY SCHOOL SYSTEM BY GRADE AND AREA OF NEED

	1	2	3	4	5	6	7	8	9	10	11	12	Total
I. Learning Skills													
A. Reading	3												3
B. Language Arts	2	5	4	3	3	9	7	4					37
C. Math	2		2	2	2	3	4	2	3				20
D. Science		1	1	1		4	4	1					12
E. Social Studies		1	1	1	1	3	4	1					12
F. Other													
II. Sociological													
A. Social Skills													
B. Cultural Enrichment													
C. Enhance Self-Concept													
III. Physiological													
A. Nutritional													
B. Medical				1			1						2
C. Emotional													
IV. Miscellaneous													
A. Clothing													
B. Health			1										1
C. Not Known													

Table 22

THE NUMBER OF EDUCATIONAL NEEDS OF THE MIGRANT CHILDREN SURVEYED IN THE CULLMAN COUNTY SCHOOL SYSTEM BY GRADE AND AREA OF NEED

		1	2	3	4	5	6	7	8	9	10	11	12	Total
I.	Learning Skills													
	A. Reading	14	11	5	16	10	9	3	8	3		1		80
	B. Language Arts	10	14	5	10	10	10	3	8	6	2	1		79
	C. Math	11	14	5	13	10	10	2	8	3		1		77
	D. Science	5	8	8	7	10	9	2	7	5				61
	E. Social Studies	6	14	5	10	10	9	2	8	3				67
	F. Other	1	1	1					1			1		5
II.	Sociological													
	A. Social Skills	1		2			1	1	3		1			9
	B. Cultural Enrichment	1	2	1		1	1	2						8
	C. Enhance Self-Concept	1		1	1	5			1					9
III.	Physiological													
	A. Nutritional	6	1		1	1	3		3	2				17
	B. Medical	3	1	2		1	1		4			1		13
	C. Emotional								1					1
IV.	Miscellaneous													
	A. Clothing	2	1			1				1				5
	B. Health							1						1
	C. Not Known													

Table 23

THE NUMBER OF EDUCATIONAL NEEDS
OF THE CAUCASIAN MIGRANT CHILDREN SURVEYED IN
THE PIKE COUNTY SCHOOL SYSTEM BY GRADE AND AREA OF NEED

	1	2	3	4	5	6	7	8	9	10	11	12	Total
I. Learning Skills													
A. Reading	1	1		1	4	2	1						10
B. Language Arts	1	2		1	4	6	1			1			16
C. Math	1	1		1	3	6	1			1			15
D. Science				1	2	4	1						8
E. Social Studies		1		1	1	3	1			1			8
F. Other											1		1
II. Sociological													
A. Social Skills													
B. Cultural Enrichment													
C. Enhance Self-Concept													
III. Physiological													
A. Nutritional													
B. Medical								1					1
C. Emotional							1						1
IV. Miscellaneous													
A. Clothing												1	1
B. Health							2						2
C. Not Known													

Table 24

THE NUMBER OF EDUCATIONAL NEEDS OF THE NEGRO MIGRANT CHILDREN SURVEYED IN THE PIKE COUNTY SCHOOL SYSTEM BY GRADE AND AREA OF NEED

	1	2	3	4	5	6	7	8	9	10	11	12	Total
I. Learning Skills													
A. Reading				3	2		6	1					12
B. Language Arts				3	2		6	1	1				13
C. Math				3	2	2	8	2					17
D. Science				2	2	2	8	1		1			16
E. Social Studies				4	2		8	1					15
F. Other										1			1
II. Sociological													
A. Social Skills													
B. Cultural Enrichment				2			11		8	1			22
C. Enhance Self-Concept									1				1
III. Physiological													
A. Nutritional													
B. Medical													
C. Emotional													
IV. Miscellaneous													
A. Clothing				3									3
B. Health													
C. Not Known									1				1

Table 25

THE NUMBER OF EDUCATIONAL NEEDS OF THE MIGRANT CHILDREN SURVEYED IN THE WASHINGTON COUNTY SCHOOL SYSTEM BY GRADE AND AREA OF NEED

	1	2	3	4	5	6	7	8	9	10	11	12	Total
I. Learning Skills													
A. Reading	14	8	5	5	27	16	21	15	15	2	3	1	132
B. Language Arts	42	17	10	11	52	25	59	40	32	7	15	3	313
C. Math		9	5	5	27	18	27	21	19	4	3	2	140
D. Science			5	3	24	17	27	21	19	7	6	1	130
E. Social Studies	16	9	5	5	29	17	27	21	19	10	7	1	166
F. Other										5			5
II. Sociological													
A. Social Skills													
B. Cultural Enrichment													
C. Enhance Self-Concept													
III. Physiological													
A. Nutritional													
B. Medical													
C. Emotional													
IV. Miscellaneous													
A. Clothing													
B. Health													
C. Not Known													

Table 26

THE NUMBER OF EDUCATIONAL NEEDS OF THE CAUCASIAN MIGRANT SCHOOL CHILDREN SURVEYED IN THE DEMOPOLIS CITY SCHOOL SYSTEM BY GRADE AND AREA OF NEED

	1	2	3	4	5	6	7	8	9	10	11	12	Total
I. Learning Skills													
A. Reading	1	1	1		2	1	2	2					10
B. Language Arts	1	1	1		2	1	2	2					10
C. Math	1	1	1		2	1	2	2					10
D. Science	1	1	1		2	1	2	2					10
E. Social Studies	1	1	1		2	1	2	2					10
F. Other													
II. Sociological													
A. Social Skills		1	1					1					3
B. Cultural Enrichment													
C. Enhance Self-Concept	1							1					2
III. Physiological													
A. Nutritional													
B. Medical		1			1	1							3
C. Emotional													
IV. Miscellaneous													
A. Clothing													
B. Health													
C. Not Known													

Table 27

THE NUMBER OF EDUCATIONAL NEEDS OF THE NEGRO MIGRANT CHILDREN SURVEYED IN THE DEMOPOLIS CITY SCHOOL SYSTEM BY GRADE AND AREA OF NEED

	1	2	3	4	5	6	7	8	9	10	11	12	Total
I. Learning Skills													
A. Reading										1			1
B. Language Arts										1			1
C. Math										1			1
D. Science										1			1
E. Social Studies										1			1
F. Other													
II. Sociological													
A. Social Skills										1			1
B. Cultural Enrichment										1			1
C. Enhance Self-Concept										1			1
III. Physiological													
A. Nutritional													
B. Medical													
C. Emotional													
IV. Miscellaneous													
A. Clothing													
B. Health													
C. Not Known													

Table 28

THE NUMBER OF EDUCATIONAL NEEDS OF THE CAUCASIAN MIGRANT SCHOOL CHILDREN SURVEYED IN THE ELBA CITY SCHOOL SYSTEM BY GRADE AND AREA OF NEED

	1	2	3	4	5	6	7	8	9	10	11	12	Total
I. Learning Skills													
A. Reading	1		1	1									3
B. Language Arts		1		1									2
C. Math													
D. Science													
E. Social Studies													
F. Other													
II. Sociological													
A. Social Skills	1	1											2
B. Cultural Enrichment	1												1
C. Enhance Self-Concept	1	1		1									3
III. Physiological													
A. Nutritional													
B. Medical													
C. Emotional													
IV. Miscellaneous													
A. Clothing													
B. Health													
C. Not Known													

3

Table 29

THE NUMBER OF EDUCATIONAL NEEDS OF THE NEGRO MIGRANT SCHOOL CHILDREN SURVEYED IN THE ELBA CITY SCHOOL SYSTEM BY GRADE AND AREA OF NEED

	1	2	3	4	5	6	7	8	9	10	11	12	Total
I. Learning Skills													
A. Reading	1	1		1		1	2		1				7
B. Language Arts	1	1		1		1	2		1				7
C. Math	1	1		1		1	2		1				7
D. Science	1	1		1		1	2		1				7
E. Social Studies	1	1		1		1	2		1				7
F. Other													
II. Sociological													
A. Social Skills	1	1		1		1	2		1				7
B. Cultural Enrichment	1	1		1		1	2		1				7
C. Enhance Self-Concept	1	1		1		1	2		1				7
III. Physiological													
A. Nutritional	1	1		1		1	2		1				7
B. Medical													
C. Emotional													
IV. Miscellaneous													
A. Clothing													
B. Health	1	1		1		1	2		1				7
C. Not Known													

Appendix A

SEASONAL AGRICULTURAL CHILD SURVEY FORM

School_______________________ Teacher's Name______________________
Date_________________________ Student # in Register________________

1. Have you or your family moved across state, county, city, or school district boundaries at any time during the past five years? Yes___No ___

2. Has your parent or guardian been employed in seasonal agricultural or related food-processing occupations at any time during the past five years? Yes_______No_______ (If yes, please specify which.)
Farm Laborer_________ Cannery_________ Crop Harvest_________
Egg_________ Poultry_________ Food Processing_________
Other____________

3. If the answer to the above questions are yes, please complete the following questionnaire.

A. PUPIL DATA

1. Pupil's name________________________________Date of Birth_________
(Last) (First) (Middle)

2. School presently attending_______________________________________

Grade_______________Teacher_______________

3. Address of Residence____

4. How long has pupil attended schools in this school system? Check one.
_____One year _____Two years _____Three years _____Four years
_____Five years _____more

5. Name of schools pupil has attended other than schools in this system:

Name	City	County	State

B. FAMILY DATA

1. Parent or guardian's name_______________________________________

2. List names and dates of birth for other children in the family:

Name	Age	Single	Married

GLOSSARY

Agricultural Worker: One who works in the production of field crops.

Day Haul: Transportation of agricultural workers between place of work and place of permenent or temporary domiclie before and after work period each day.

Home Base: The location considered by a migrant to be his permanent home, or residence area.

Interstate Migrant: Migrants who work in a state or states other than the state of permanent residence.

Intrastate Migrant: Migrants who work in the state of permanent residence.

Local Labor: Agricultural workers whose permanent homes are in close proximity to where field or processing work is performed.

Migrant: A person who moves from place to place, sometimes crossing county and state lines, in pursuit of short term labor. Used more specifically in this study as designating the person who moves temporarily into a school system other than that of his permanent home.

Migratory Child: A child, within the ages of five through seventeen inclusive, of a migratory agricultural worker who has moved from one school system to another during the past year with a parent or guardian who was seeking or acquiring employment in agriculture including related food processing activities such as canning.

Season, or Agricultural Season: The period from the beginning of crop preparation and growth to final harvest.

Seasonal Worker: One who works in agricultural production or processing during limited periods of activity.

BIBLIOGRAPHICAL NOTATIONS

The following annotated bibliography has concentrated on the publications relevant to the migrant worker situation in the United States in the past five years and is intended to be, with exceptions as noted, a reasonably comprehensive and up-to-date bibliography. Many publications carrying a date prior to 1964 have been included if they offer particular information not since available.

Not included, however, are specific articles that: 1) have been outdated or superseded; 2) are of primarily local interest; or 3) are detailed day-by-day descriptions of a particular situation such as the "Grape Boycott" in California. Such accounts may be found on the "New York Times" microfilm, but may also be found, in more selective fashion, in weekly publications. The latter have been cited.

A number of articles from Employment Service Review have been reviewed, but it may be noted that virtually all issues concerning farm labor report trends in farm labor employment, including migrant and foreign labor.

For future reference, the following list of the various publication indices that proved helpful in compiling the bibliography is offered. Those which at least sometimes report a condensation of the publication cited and which are referred to in the bibliography are followed by the initials of the index.

Biological and Agricultural Index
Book Review Digest (BRD)
Business Education Index
Congressional Quarterly (CQ)

Education Index
Educational Resources and Information Center Index (ERIC)
Employment Relations Abstracts (ERA)
Facts on File (FOF)
Monthly Catalogue, U.S. Government Publications (MCUSGP)
Monthly Checklist of State Publications
New York Times Index
Public Affairs Information Service Index (PAIS)
Reader's Guide to Periodical Literature
Social Sciences and Humanities Index
State Education Journal Index
Wall Street Journal Index

Many of the listings in the Monthly Checklist of State Publications have been omitted in accordance with the criteria outlined above, but there is considerable information for some states on council and committee meetings and reports, many procedural, for those interested in an in-depth look at states other than Alabama.

The Educational Resources Information Center Index is a publication of the Department of Health, Education, and Welfare, but the microfiche reproductions are ordered from:

ERIC Document Reproduction Service
National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

All reproductions are available for reviewing at the University of Alabama, Tuscaloosa. Most, though not all, listings are available on microfiche cards.

This bibliography has been arranged according to topic for the convenience of those who wish to work further in a particular area.

MIGRANT ADULT EDUCATION

"Education of the Adult Spanish-Speaking Migrant and ex-Migrant Worker;" Vlibarri, H., Adult Leadership, Vol. 15, Sept. 1966.
A documented resume of the Southwestern (4 states) Project relating to educational needs of adult migrant workers. Explanation of the project as well as recommendations from the project are given.

"Manpwer Report of the President;" U.S. Department of Labor, Bureau of Labor Standards, Washington, D.C., U.S. Government Printing Office, 1967.
This report of the President discusses the Manpower Development in 1966. The various occupations are analyzed and occupational shortages and training needs are identified. The migrant worker is identified as a participant in some programs.

"Migrant Education;" Hooper, Robert B., Jr., 1967. ERIC RC 001 554
A discussion on the need for migrant adult basic education with attention to teacher training and types of instructional materials. Statistics on employment and education of migrant workers are presented.

"Migrant Workers to be Trained for Aircraft Production Jobs;" Aviation Week, Vol. 87, Aug. 14, 1967.
In order to accomplish the dual purpose of helping to ease the critical labor shortages and of helping to resolve a bad social problem, L.T.V. and Vought Areospace worked together with the labor department to hire and train migrants - with some success reported.

"1965 Points the Way for Farm Labor;" Potter, T., Employment Service Review, Jan. 1966.
A number of articles in this issue summarize what the Employment Service has done in developing a national program to serve agricultural workers and employers. Recruitment and training of both migrant and other seasonal workers is discussed. (ERA)

Southwestern States Developmental Project Relating to Educational Needs of Adult Agricultural Migrants; Moore, Harold E., Arizona State University, College of Education, Jan. 1965.
A study of the educational needs of migrants is presented, identifying the most complicated problem as the lack of a coordinated attack on migrant social, economic, health, and educational problems by local, state, and federal agencies.

Southwestern States Developmental Project Relating to Educational Needs of Adult Agricultural Workers; Orr, Calvin R., Colorado State Department of Education, Denver, 1965.
A study was conducted to identify the circumstances and needs of adult migrant workers and to determine the educational treatment of these needs. Major findings are discussed under these headings: 1) amount of migrancy, 2) new trends in migrancy, 3) composition of the migrant group, 4) culture of migrants, and 5) education of migrants.

The conclusions state that 1) the problems of migrancy are basically centered on poverty; 2) migrant problems must be attacked in specific areas primarily with education; 3) special counseling, employment, and health-recreational programs must be provided; and 4) migrant problems should be attacked with a cooperative four-state approach.

Southwestern States Developmental Project Relating to Educational Needs of Adult Agricultural Migrants; 1968. ERIC ED 015 031

This report, concerned with the Arizona Study, identified the most complicated problem as the lack of coordinated attack on all migrant problems by local, state, and federal agencies. After the survey, committees were selected to provide more specific data on employment problems.

"Testing in Adult Basic Education Programs Catering to Seasonal and Migrant Farmers;" Pinnock, Theodore J., April, 1967. ERIC ED 013 692

The purpose of testing in seasonal and migrant farmers' educational programs is not for measurement but for diagnosis of the degree and intensity of help needed. The author recommends that the results should serve the following purposes: to diagnose participants' needs, to determine the initial placement of the participants, to help measure achievement and progress within the group, to help discover what changes should be made in the teaching program or teaching methods, and to determine the eligibility of the student for an elementary or secondary diploma.

"The Institutional Training Program;" Wirtz, Willard W., Report of the Secretary of Labor on Manpower Research and Training Under the Manpower Development and Training Act of 1962, Washington, D.C., Department of Labor, 1966.

This report describes the various MDTA training programs, research programs, and evaluation of the MDTA. It is a detailed and exact account of activities sponsored under the Act.

MIGRANT CHILD EDUCATION

"Bucknell Conference on Learning Problems of the Migrant Child;" March, 1969. ERIC ED 023 498

Consultants' papers dealing with educational priorities, learning problems, recommendations for improvement, and modern technology as they relate to migrant education are presented.

"Careers for Youth and the Mexican-American Community of Phoenix, Arizona;" 1967. ERIC ED 002 617

A series of speeches delivered at a seminar on educational innovations for the Spanish-speaking child are presented. Representative speeches are discussed. Other topics presented include the Mexican-American student and parent, the teaching of English to Spanish-speaking pupils, dropouts, and motivation to be stressed in areas of education and employment.

"Chance to Succeed: Programs for Migratory Children;" Kidd, M. C., Texas Outlook, Vol. 49, Aug. 1965.

A description of a regular school program (9-month) designed especially for migrant children, which is to say for the time these children were home-based, Nov. 4 - May 11. The year's school work, according to this author, was completed in a most satisfactory manner.

The Colorado Program for the Education of Migrant Children: A Guide to Administrative Procedure for Participating School Districts; Colorado State Department of Education, Denver, 1961.

A publication that explains the organization for migrant children in Colorado. A guide for use by a state department of education and programs for the regular school term and for special summer terms are described. Copies of forms are included.

"Disadvantaged Child: Charting the Mobile Child;" Jaffa, N. N., The Instructor, Vol. 74, Oct. 1964.

A description of what kinds of charts and records should be kept on all children who move often from one school to another.

Educating Migrant Children; April 1969. ERIC ED 024 482

Describes a kind of learning environment for migrant children. Historic, economic, and environmental information that is essential to understanding and working effectively with these children is presented. Sample evaluations for field trips and a summer school program conclude the handbook.

Educating Migrant Children; New York State Department of Education, University of the State of New York, Albany, 1968.

Basic information on the historical aspects of the migrant system in the United States is presented. The reasons for our large unskilled labor force are discussed in the first section of this paper.

Educating Migrant Children; The University of the State of New York, The State Education Department Bureau of Elementary Curriculum Development, Albany, 1968.

A handbook for the education of migrant children in New York State. Describes the migrant child and the migrant system in the United States and goes into detail on securing and financing a summer program in nearly every respect. A history of the development of the Southern economy should be helpful.

"Educating Migratory Children;" School and Society, Vol. 95, Dec. 9, 1967.

A general discussion concerning several programs for educating migrant children.

Education of Migrant Children; 1967. ERIC ED 002 606

Articles prepared for an education workshop on teaching the migrant child are presented. They include the migrant child in school, problems of the migrants, curriculum for the migrant child, and intergroup relationships in the classroom.

The Education of Migrant Children; Greene, Shirley E., Department of Rural Education, NEA, Washington, D.C., 1954.

A study of the educational opportunities and experiences of the children of agricultural migrants. Four centers, the "Glade" area of Palm Beach County, Florida; Northampton County, Virginia; Sequin Independent School District, Guadalupe County, Texas; and Hoopeston - Milford - Rossville School Districts, Vermilion and Iroquois Countie Illinois, were established. Summarizes major findings and recommendations.

"Educational Programs for Children of Migratory Agricultural Workers Under the Provisions of Title I of the Elementary and Secondary Education Act of 1965;" 1968. ERIC ED 019 165

Special emphasis was placed on individual language instruction and self-evaluation by the studetns. Teachers and other staff members carried on an extensive visitation schedule. The most effective instructional activities were field trips where cameras were utilized. Later, in the classroom, the pictures were used for reinforcement.

Elementary Summer Schooling of Migrant Children; Marcson, Simon, and Frank Fasick, Cooperative Research Project No. 1479, Rutgers University, New Burnswick, N.J., 1964.

The authors describe five migrant "streams" which most migrants follow.

"An Evaluation of the Special Educational Project for Migrant Children in Dade County Public School, Miami, Florida;" March 1969. ERIC ED 023 761

Evaluated are the various features of a project for the education of migrant children in a rual section of Florida. The objectives of the program were to ascertain the special educational needs of this population and to develop programs to meet their needs, to offer necessary supplemental and remedial activities and social and educational experiences for kindergarten-age migrant children, and to develop a prototyped pilot program.

Focus; No. 5, Dec. 1967, The National Committee on the Education of Migrant Children, New York, 1967.

Focus is an occasional newsletter on the education of migrant children. It contains articles and news briefs from various migrant education programs throughout the nation.

"Focus on Innovation;" Jan. 1969. ERIC ED 021 670

Summer educational programs held in seven California school district and funded by Title I, ESEA, are described. Programs of remedial instruction and enrichment were developed to assist the educationall disadvantaged, primarily in the area of communication skills. Selection of students, framework of the program, and evaluation processes are discussed.

A Guide for Programs for the Education of Migrant Children; Migrant and Preschool Programs, Texas Education Agency, Austin, Summer 1969.
This bulletin is an analysis of the objectives, activities, educational services, and suggested programs provided by the Texas Child Migrant Program.

Handbook for Teachers of Agricultural Migratory Children, Oregon, 1966; Ogard, E. M., ed., and A. M. Potts, ed., 1966. ERIC RC 000 169
This publication discusses teaching English as a second language, with recommendations for inservice education. It also describes health problems and physical needs, as well as values in relation to acceptance by American society.

"Helping Migrants Communicate;" Buchanan, G., and R. E. Potter, *The Instructor*, Vol. 78, April 1969.
This article is concerned with language barriers of migrants and with teaching communication arts to migrant children.

"Hi Ho Sammy Vallejo!" Frazier, J., *American Education*, Vol. 4, April 1968.
A short account giving the rather typical situation of the migrant child's education and linking this situation to Title I ESEA funds is described.

Knowing and Teaching the Migrant Child; Sutton, Elizabeth, National Education Association, Washington, D. C., 1960.
An article that explains the project setting up the book and describes how the children live and feel. The necessity of establishing rapport, curriculum, health, and arts are outlined along with a summary and recommendations.

"Mees, You Goin' to be Real Teacher Now, Don'cha?" Parker, A., *American Education*, Vol. 3, May 1967.
A teacher of migrant children in Texas tells her story of what the Spanish-speaking American migrant child is like and what he needs.

Migrant; Maryland State Department of Education, Baltimore, 1968.
A report that summarizes, with a human-interest slant, the activities of summer migrant children's programs in seven Maryland counties. It contains numerous samples of actual stories, pictures, and comments by the children themselves.

The Migrant Child; Arizona Department of Public Instruction, Phoenix, Oct. 1, 1968.
A brief description of "the hidden population," the migrant children, and their needs. Staffing for programs, language problems, teacher aides, and the need for flexibiltiy and evaluation are discussed.

"Migrant Education Has a New Meaning;" Baine, C. F., *Wisconsin Journal of Education*, Vol. 100, March 1968.
A comprehensive discussion of the education of migrant children, and the need for helping them to build a positive self-concept.

"Migrant Non-Curricular Supportive Educational Program;" 1968. ERIC ED 013 130

The purpose described was to initiate compensatory language arts and mathematics programs for migrant children. The result of the variou tests administered are described.

"Migrant School Helps Children Catch Up;" Lang, James H., and David E. Austin, Nation's Schools, Vol. 79, No. 2, Feb. 1967.

This article describes programs aimed at helping migrant children achieve in the school situation.

"The Migrant Teacher;" Richards, C., and others, Instructor, Vol. 77, June 1968.

A series of articles dealing with some characteristics of the migran child and some suggested activites for teachers in migrant programs is presented.

"New Language for Jose;" Schaer, B. A., Texas Outlook, Vol. 50, Dec. 1966

A description of how English is taught as a second language to migrant Spanish-speaking children in Texas is given.

"New Road for Young Migrants;" 1968. ERIC ED 020 987

The federally-financed high school equivalency program at the University of South Florida at Tampa provides a high school education for dropouts from migrant and seasonal farmworker families. The students receive a high-school diploma and are provided future aid if they wish to continue their education beyond high school.

"Oral Expression, Remedial Speech, and English for the Migrant Child, Grades 1-12;" 1967. ERIC ED 010 745

This document analyzes a program of oral expression to assist migrant children in 1) speaking English fluently, 2) using words correctly, 3) developing correct speech habits, and 4) encouraging speech and language interest along with self-evaluation and improvement. Discussed are the program goals and the materials used.

"Orientation Classes for In-Migrant Transient Children;" 1962. ERIC ED 002 722

A three-year study of the orientation of in-migrant transient children was initiated in September, 1960. The Second Report, 1961-62, supplements the first year's report and includes observations by personnel. Observations of children enrolled in the orientation classes show favorable results in adjustment, behavior, attitude, and achievement. Monthly meetings of project personnel focus on case studies, curriculum planning, teaching techniques, and group planning activites.

A Policy Statement of the Committee on the Education of Migrant Children, The Education of Children of Migrant Farm Workers; National Committee on the Education of Migrant Children, New York, June 6, 1968.

An article that outlines the policy statement of the Committee and makes national program recommendations on ESEA Title I, Migrant Amendment. There is an emphasis on program areas; reorganization of present programs; and recommendations for the health and welfare of migrants.

"Policy Statement Relating to the Education of Migrant Children;" 1962. ERIC ED 002 636

Purposes, definitions, obligations, and practices in the education of migrant children are clarified in this policy statement. Colorado law provides educational facilities for migrant children to develop their potentialities and capacities. Required records are kept on each migrant child received in a school district during regular school terms.

"A Program for Children Who Follow the Crops;" 1968. ERIC ED 019 152

The 1965 summer program for migrant children in Marysville, California included kindergarten, primary, and intermediate classes, whose objectives were 1) to teach English as a second language to the children, and 2) to improve each child's self-concept.

"Promising Practices in Summer Schools Serving the Children of Seasonal Workers;" 1963. ERIC ED 002 638

Special features of five summer school programs for children of migrant workers were presented.

Providing Education for Migrant Children; Potts, Alfred M., Colorado State Department of Education, 1961.

A detailed description of educational programs for migrant children which includes recommendations for a "first-class" program.

"Providing Opportunities for Disadvantaged Children;" Potts., A. M., ed., 1964. ERIC ED 001 077

This workshop report is the result of one group's efforts to consider the problem of how the school may aid the culturally deprived child to achieve greater levels of competence and some of the views about how the responsibility might be met. Curriculum is sought to help the young determine which cultural aspects might best perpetuate our democratic order and society. Through curriculum adaptation, cultural competence can be achieved for the disadvantaged child. Methods and exercises for these areas are suggested in the school and classroom. Programs that should be included in elementary and secondary schools are recommended.

"Reading Program for Mexican-American Children of Texas;" 1968. ERIC ED 013 737

Several Title I projects in Texas consist of reading improvement programs for Mexican-American children. These Title I reading projects boast of better work-study habits and improved reading skills and attitudes.

"Reality, Responsibility, and Respect in the Education of Children from Families Who Follow the Crops;" 1968. ERIC ED 013 675

The interrelatedness of the education, nutrition, health, social customs, and housing problems of the migrant child are discussed with the point being to show their importance and the effect that they have on a child's development. The article further discusses the effect of these factors upon the child's personality development and his adjustment to a different cultural setting.

"Report of Chico State College Gridley Farm Labor Camp, Summer Project (1964);" 1968. ERIC ED 012 636

A summer school and child care center was operated by Chico State College at a farm labor camp in Gridley, California. The summer school was taught by college students and offered classes at all levels. These classes sought a positive self-image among the migrant children by relating to them on an emotional as well as on an intellectual level.

Report of the 1962 Summer School Program for the Children of Migrant Parents New York State Department of Education, Albany, 1963.

Continuing concerns of the summer school for migrant children include: development of a philosophy for elementary summer schools, recruitment of students early enough to assure a near quota for opening day, and development of suitable materials, experiences, and activities.

Report of the National Workshop on the Education of Migrant Children in St. Louis, Missouri; National Committee on the Education of Migrant Children, March, 1964.

A major concern was to evaluate existing programs and to seek ways of relating these separate programs to the total educational experience of the child as he moves from state to state. One of the barriers to providing education for migrant children was that of relating education to the traditional time pattern. Educators should be flexible in their thinking and planning in order to develop an effective educational program independent of these traditional time patterns.

"Report of the 1964 Summer School Program for Children of Migrant Workers;" 1967. ERIC ED 002 640

Aims of the summer school program for the children were basic academic skills as well as health services which they would not otherwise receive. Curriculum emphasis was on language arts and arithmetic, but arts, crafts, music, and recreation were also included. Such suplementary activities as swimming were added. The health program consisted of medical examinations, the providing of lunches and snacks, and the teaching of cleanliness, dental care, and proper diet. Suggestions for improvement are included.

"Report on Conference on Special Educational Program for Migratory Children of Migratory Agricultural Workers;" 1968. ERIC ED 020 808

Regional conferences on special educational programs for migratory children were conducted in Washington, D.C., Denver, and San Fransisco. The purpose of the meetings was to discuss the provisions of the pending migrant amendment to Title I of the ESEA, and alternative ways to develop programs for migratory children under Title I.

"School and the Migrant Child;" Frost, Joe, 1964. ERIC RC 000 229

Presents observations made during summer programs in 1962 and 1963 in a rural Arkansas community involving children aged 6 to 16 from 100 families. Suggestions are given for the improvement of teaching practices.

"School Days Come for the Migrant Child;" Reyes, R., *California Teaching Association Journal*, Vol. 64, May 1968.
A description of a summer program for migrants in California. A "mini-corps" of college students who knew the migrant situation - some had been migrants - and who were fluent in Spanish and English were utilized, with good results reported.

The School Dropout; Schreiber, Daniel, National Education Association, Washington, D.C., 1965.
This book, edited by Daniel Schreiber, is composed of articles written describing problems and characteristics of school dropouts, including the migrant.

A State Plan to Provide Educational Programs and Services for Children of Migratory Farm Labor Families in Pennsylvania, Summer, 1969; Commonwealth of Pennsylvania, Department of Public Instruction, Harrisburg, 1969.
An overall analysis and evaluation of Pennsylvania's migrant program for 1967-68, including background, program activities, regular school term and summer services, project plans and objectives, and a study of the personal and environmental characteristics of educationally deprived migrant children.

"Summer Migrant Project, Unified School District No. 467, Wichita County, Leoti, Kansas, Evaluation Report;" Harris, Alton E., 1967. ERIC ED 019 162
The Unified School District 467 conducted a summer remedial program for 121 migrants and 19 non-migrants in cooperation with the Leoti Community. The project offered a health and food service in addition to the educational curriculum. The curriculum for grades kindergarten through six was academic, social, and physical in nature, consisting of art classes, rhythm band, field trips, reading, arithmetic, and language. The educational needs, program objectives, and classroom procedures are discussed.

"Summer School for Migrant Children;" Bruno, Louis, 1964. ERIC ED 002 661
A summer school pilot project was set up for Spanish Americans and Canadian Indians. Though valuable gains were made by those who attended the summer school, the period was too short and those most in need of help did not attend. Specially-trained teachers were needed to give enough individualized attention and to overcome the language barrier. Photographs depicting activities of the program are included.

"Survey of Migrant Children in Wyoming;" Wyoming State Department of Education, Nov. 24, 1967.
This bulletin is the report of a survey made in Wyoming from a planning grant issued under Title I, ESEA. The purpose of the survey was to obtain background data for the development of a migratory children's educational program in Wyoming for the summer of 1968.

"A Survey of School Age Children from Migrant Agricultural Families Within Dove Ara County, New Mexico;" 1968. ERIC ED 013 169
The purpose of this study was to locate migrant children, identify their needs, catalog their movements and characteristics, and define their educational requirements. Recommendations included: 1) pre-

school programs should be expanded, 2) English and Spanish language programs should be continued, 3) a practical vocational care program, 4) counseling services should be made available for medical, dental, and nutritional needs of migrant youngsters.

"A Teacher Guide: Homemaking Education for Migratory Farm Children;" Kradel, Sara F., and James N. Thompson, 1961. ERIC ED 002 624

Programs are divided into three categories: children up to ten, children ten to sixteen (seventeen for boys), and adults. The objectives of the courses for girls and women are to help them achieve satisfaction through making the most of what they have on hand, to help them become better citizens by learning about the community and resources that are available for their use. Units for the girls are on housekeeping, cooking, sewing, gardening, money management, prenatal care, and child care. Units for boys and men are on home mechanics, safety, and first aid. Minimum equipment, materials, construction plans, and reference materials are suggested for each of the areas.

"Teaching Children who Move with the Crops;" 1968. ERIC ED 012 625

The Fresno County Project developed suggestions and recommendations for migrant children. The writers propose a work-centered classroom, with field trips and work units which provide creative activities as the best approach for meeting the needs of migrant children.

"Teaching Culturally Disadvantaged in the Elementary School;" Feb. 1969. ERIC ED 022 598

Teaching practices capitalizing on the seemingly inherent high degree of physical involvement of the disadvantaged child have met with much success. Educational games, plays, and classroom activites that emphasize the skills of reading and listening seem to be ideally suited to the disadvantaged child. Writing activites are best motivated through personal experience. Games, instruction for making audio-visual aids, and bibliographies of resources are provided throughout the document.

"Teaching English as a Second Language to Elementary School Pupils;" Nova, Afton Dill, 1967. ERIC ED 002 632

Recommendations for teaching English as a second language include: creating a classroom atmosphere that encourages non-English-speaking children to be willing and anxious to learn, placing the children in classrooms with children of their own age and size, helping the parents to understand the school's aims and the importance of regular attendance, treating the child's culture respectfully, and encouraging the children to speak English, but also allowing them to speak their native tongues.

"The Teaching of English to Non-English-Speaking Migrants;" 1967. ERIC ED 010 746

This provisional guide for teaching English to non-English-speaking migrants presents the usual English linguistic problems of Spanish-speaking learners. Aids to word usage are discussed, and teaching materials and teacher guidelines are recommended.

"The Texas Project for Education of Migrant Children;" 1966. ERIC RC 001 252

Describes the need for educational instruction for migrant children during the home-base period and presents general guidelines for designing curriculum.

"A Title I Proposal under P.L. 90-247, A Comprehensive Survey of and Services for Migrant Children in Louisiana;" Davis, Ed E., Jr., and Norman H. Edwards, Louisiana State Department of Education, Baton Rouge, May 15, 1968 - June 30, 1969.

This report identifies and locates needs of migrant children and describes the organizational layout and program plans for overcoming these needs. It evaluates the program's employment, welfare, and educational services.

"Use of a Checklist of Reading Skills with Migratory Children;" McCanne, Roy, 1967. ERIC ED 002 647

A checklist which determines areas of specific needs in reading skills is presented. Once skill achievement and needs have been determined, written and oral work can be prepared to teach the needed skills to students. While the checklist is not a diagnostic instrument for use with children, it is an instrument for teacher use in planning and evaluating a reading program. The checklist is divided into skills in word recognition, vocabulary building, interpretation, listening discrimination and appreciation, organization, study, speed reading, and oral reading.

"The Use of Teaching Teams to Improve the Education of In-Migrant, Transient Pupils in Depressed Areas;" 1968. ERIC ED 020 252

Proposed is a project to reorganize the learning environment in five disadvantaged area elementary schools serving in-migrant, transient children. New teaching methods will be developed, and parents will be encouraged to place a greater value on education. Teaching teams, organized on the primary, intermediate, and interschool levels, will be composed of a leader, several regular teachers, a paraprofessional, and student teacher aides.

"Vocational Education and Rural Youth;" 1968. ERIC ED 015 064

Many rural migrants are unable to obtain employment due to a lack of education. To combat this situation, schools must offer more vocational education. Further help can be given to rural youth by development of rural education programs with emphasis on agricultural production. Employment opportunities in related fields should also be made known to students.

"We Open Doors for Migrant Children;" Newsome, W. E., NEA Journal, Vol. 56, April 1967.

A description of some of the problems involved in teaching migrant children. The author is principal of a Florida high school and has had many years of dealing with the situation. Flexibility in attitude is stressed.

Worcester County Migrant School (Maryland) Evaluation Report; Jones, Raymond Jr., 1966. ERIC RC 001 418

Describes a summer program for migrant children in Maryland, complete with objectives, schedules, and evaluation of experience provided.

Working More Effectively with Migrant Children in Our Schools; Sutton, Elizabeth, U.S. Office of Education, Washington, D.C.

This short paper describes certain characteristics of the migrant child and attempts to outline a program for meeting their needs.

Your Public Schools; July/Aug. 1968, State Office of Public Instruction, Olympia, Washington, 1968.

This special issue of the magazine Your Public Schools, entitled "Summer Programs for Migrant Children," is a descriptive and pictorial series of articles on various migrant activities in Washington state schools.

MIGRANT CHILDREN AND YOUTH

Agriculture and the Child Labor Requirements under the Fair Labor Standards Act as Amended in 1966; Child Labor Bulletin Number 102 (Revised), U.S. Department of Labor, Wage and Hour and Public Contract Division.

The status of school age migrant children is considered in the larger context of child labor and agriculture.

"Child Labor Laws, Historical Development;" U.S. Department of Labor, Wage and Hour and Public Contract Division.

A statement of the educational opportunities of migrant children can be found in this publication outlining the development of child labor laws.

"Child Welfare Worker in a Program for Migrants;" Crocker, Eleanor Cartwright, Children, Vol. 10, No. 3, June 1963.

Describes the author's experiences in a 1962 North Carolina summer project, and makes suggestions for future program workers.

Children of the Road; Maynes, J. O. "Rocky," Jr., Arizona State Department of Public Instruction, Phoenix.

A pamphlet describing the children in the migratory stream in Arizona. Several of the programs for the summer program are briefly explained.

"Determining an Effective Educational Program for Children of Migratory Workers in Wisconsin;" 1964. ERIC ED 001 496

The education of migratory workers' children is of great concern to states where farming is among the principal industries. Two objectives are presented: 1) predicting the time and place of arrival of specific migrant children, and 2) gathering educational information on these children in advance of their arrival The Project recommended that short units in basic skills and subject areas should be offered to these children.

The Disadvantaged and Potential Dropout; Gowan, John C., and George D. Demos, Charles C. Thomas Publ., Springfield, Ill., 1966.
This book, edited by Gowan and Demos, is composed of a group of selected readings characterizing school dropouts. It gives considerable attention to psychological data which has been compiled on backgrounds of school dropouts.

"Education for Our Rural Slums;" Karracker, C. H., School and Society, Vol. 91, Oct. 5, 1963.
Compares the children of the migrant worker to children of any other groups of workers in the U.S. and finds the former severely wanting. Points up Colorado's program as a spearhead project, considers what is being done on the national level and what is yet to be done on all levels.

"Elementary Summer Schooling of Migrant Children, Social Structure, and Ignorance;" 1964. ERIC ED 001 087
A study was made of the children of the East Coast migrant workers in New Jersey, with special emphasis upon Negro migrant children. It describes the need for migrants, the migrant population, structure of the migrant family, obstacles in migrant society to social and economic advancement, the factors affecting scholastic performance, the children's general school performance, and their performance on intelligence tests, as well as the parents' educational expectations for the children.

"Essentials First for Migrant Students;" Texas Outlook, Vol. 51, Nov., 1967.
An article which describes the language and the cultural needs of migrant children.

"Family Day Care for Children of Migrant Farm Workers;" Sheridan, M. L., Children, Vol. 14, Jan., 1967.
An inside look at the implementing, functioning, and problems of a migrant day-care center in Pennsylvania.

"An Investigation of Mexican-American Migrant Children Population in Idaho and the Educational Opportunities Provided by Selected School Districts;" 1968. ERIC ED 014 364
The purpose of the study was to determine: 1) the status of education for the children of the migrant families in southern Idaho, and 2) the specific school districts within selected geographical areas which were affected by the migratory children.

"Migrant Children and Youth;" 1963. ERIC ED 002 655
Forced by economic necessity to travel, the migrant child moves from school to school. Extreme mobility coupled with low income produces a series of handicaps for the migrant child; poor health, poor nutrition, poor housing, not enough time in school, and community rejection all affect him.

"Migrant Day Care Program;" 1968. ERIC ED 012 665
With the cooperation of various community agencies and with federal aid, several migrant child care centers were established by Pennsyl-

vania State University. Staffs were composed of directors and experienced teachers from pre-school and elementary education. Programs provided food and taught individual duties, responsibilities, and table manners. Communities helped the program by providing volunteers, housing, discounts on food and supplies, and staff housing.

"Mobile Child: Minority or Majority?" Beris, D., and R. Faunce. Minnesota Journal of Education, Vol. 45, Dec., 1964.
Not dealing directly with the migrant, the article nevertheless makes the point that those who are highly mobile are more likely to be poor. Scholastic achievement is not directly related to mobility, but personality adjustment is a prime factor for the difficulty that many mobile children have in school.

"Occupational Aspirations of Migrant Adolescents from the Appalachian South;" Riccio, A. C., Vocational Guidance Quarterly, Vol. 14, Autumn, 1965.
This study considered the question of whether migrant children from Appalachia who had recently settled in big-city suburbs would differ significantly from those of a similar economic class (same suburb) who had been neither migrant nor had lived in Appalachia in terms of occupational aspirations. The conclusion, after a number of tests, was that no signigicant difference was determinable (at the .05 level).

"Reading for Tomorrow;" 1967. ERIC ED 002 626
Developments between 1954 and 1961 in migrant child care centers and services in Pennsylvania were given. Before 1954 the Departments of Labor and Industry and of Public Welfare were urged to establish child care centers for the children of migrant workers in Potter County. Changes and additions to the program of child care centers were organized in adjoining counties.

"Report of the Migrant Children's Fund Conference 'Migrant Children--the Challenge and Our Response';" 1961. ERIC ED 002 637
The role of federal, state, and private agencies in helping migrant children was discussed. Private organizations can arouse public opinion, influence governmental action, implement new legislation, and initiate pilot programs and demonstration projects.

"The School and the Migrant Child--A Survey Interpreted;" 1963. ERIC ED 002 650
A survey conducted to secure information on conditions affecting migrant children is presented. A five-part questionnaire delineates the number of migrant children in a given state, their particincipation in regular and summer terms, and needs and problems connected with their classroom attendance. Because of the escalating social, economic, and human costs represented by the uneducated migrant child, ways need to be found quickly to provide him with the basic educational skills necessary in a rapidly changing nation.

"Services and Environmental Adjustments Needed by Rural Youth Who Move to Urban Communities;" 1968. ERIC ED 014 361

Some of the problems that exist because of the migration patterns of young adults from rural areas to urban areas include: 1) youth adjusting to the adult world, 2) moving from the sub-culture where early training was recieved to a different sub-culture, and 3) preparations for the continually changing world of work and style of life. Several suggestions are presented which could be incorporated in educational programs for rural youth.

"What Migrant Children Learn;" Coles, R., Saturday Review, Vol. 48, May 15, 1965.

A child psychiatrist with a special two-year grant studied the children of migrant workers. The results of the study paint a dismal picture of the migrants' present status, aspirations, and needs.

"Where's the Camp, Mister?" Howsden, A. L. California Teachers Association Journal, Vol. 60, May, 1964.

A description of what is reported to have been a highly successful summer school program for migrant children. Teacher trainees who would soon be teaching other disadvantaged youth were utilized.

"Youth in Rurality: A Bibliography;" May, 1969. ERIC ED 025 337

Approzimately 200 books, pamphlets, and documents published between 1949 and 1966 comprise this bibliography on rural youth. The primary emphasis is on the education of rural youth.

MIGRANT EDUCATION, CURRICULUM

Arizona State Plan for the Development of Migrant Education Programs; Department of Public Instruction, Phoenix.

The State of Arizona Plan for Education of Migrant Children is included. Arizona anticipates 5,601 children to participate in ongoing and summer programs during FY 1969.

"Audiovisual Education for the Migrant;" Stockburger, C., Audiovisual Instruction, Vol. 10, Jan., 1965.

A brief account of how audio-visual aids have been used to help the teacher reach the migrant child.

"Basis for a Plan of Action for Improving the Education of Migrant Children;" 1967. ERIC ED 011 805

This document summarizes recommendations from the Conference on the Education of Migrant Children and Youth at Sacramento, California, Sept. 23 and 24, 1966. Eighteen educational needs of these children are identified, including six for personnel, seven for facilities, six for programs, and six in supportive areas.

California Plan for the Education of Migrant Children: Evaluation Report 1968; California State Department of Education, Sacramento.

To determine educational needs, several tests were administered; California Achievement Tests, California Test of Mental Maturity, Peabody Picture Vocabulary Test, Durrell Reading Analysis Test, and the Wide Range Achievement Test.

"Determining an Effective Educational Program for Children of Migratory Workers in Wisconsin;" Thomas, Donald, 1967. ERIC ED 002 740

Recommended program for migrant schools should plan for a population which is educationally retarded from one to four years, the range increasing with age. Lack of knowledge of English is one of the chief weaknesses of such students. Closer liaison between school official and labor demand and labor supply should be accomplished. The problems encountered in migrant education are frequently magnified versions of the same problem facing all of education.

"Educating Migrant Children in Colorado;" 1967. ERIC ED 002 628

Educational problems of migrant children have resulted because their schooling is disrupted as their families move about the country, because their values of education are downgraded, because they are unwelcome at some schools, and because they are educationally retarded. In special summer schools, migrant children often make gains in six weeks equivalent to several months in regular school. During the regular term, migrant children are accomodated without excessive difficulty in districts which do not normally have migrants. The problems peculiar to migrant children are listed.

"Educating Migratory Children;" School and Society, Vol. 95, December 9, 1967.

A brief description of some ESEA projects from several states is presented.

Education for Migrant Children; Potts, A. M., Texas State Board of Education, Austin, 1962.

The six migrant areas in Texas, and the number of migrants in these areas are discussed. Buildings, facilities, and financial aid for migrants are inadequately used. Representative school programs are presented as evidence of statewide education efforts. Aid is needed for migrant schools. Major needs in migrant education include what to teach, how to teach it, what materials should be used, and finances.

"The Education of Children of Migrant Farm Workers;" National Committee on the Education of Migrant Children, New York, June 6, 1968.

This bulletin is a general policy statement of the National Committee on the Education of Migrant Children, briefly outlining its goals and recommendations for a national plan toward improving migrant education.

"Educational Programs for Migrant Farm Workers and Their Families;" 1968. ERIC ED 014 354

A migrant worker project in California involved industry, school personnel, OEO, and parents of migrant children in the formation of a special school for migrant children and their parents. The four components of the school were child care centers, pre-school education, grades 1-8, and adult education. Recommendations for improvement of subsequent projects were made by all the staff, and statistical data are included which show the scope of the program.

"Educational Retardation Among Children of Migratory Agricultural Workers;" Fasick, F. A., Rural Sociology,Vol. 32, Dec. 1967.

A study of families whose children attended special summer schools for agricultural migrants found that families enter migratory farm labor to improve income through the employment of the children. The parents' low evaluation of formal education contributes to their willingness to engage in this work. Consequences: 1) Children are severly retarded educationally, 2) Circumstances are perpetuated by indifferent land-owners and poor state laws. Forecast: The immediate future holds little hope for these children. Long-range planning is needed.

"The Educational Status of a Minority;" Samora, Julian, 1967. ERIC ED 002 635

The educational situation of Spanish-speaking persons of the Southwest is discussed. Two reasons for such a situation are offered: default of the schools in providing equality of opportunity in education of ethnic groups, and lack of motivation for continuing education on the part of the Spanish-speaking. It is held that educational curriculum should recognize to a much greater extent the cultural heritage of Spanish-speaking students. A basic approach to barriers and inequalities contributing to early dropouts should be developed.

"Effect of Pupil Mobility upon Academic Achievement;" Evans, J. W., National Elementary School Principal, Vol. 45, April 1966.

A study which concluded that mobility affects achievement more from an inter-system standpoint than from an intra-system standpoint.

"First Come Love and Understanding;" 1968. ERIC ED 020 042

A grant was obtained for the purpose of stablishing a special summer school program for migrant youth in an economically depressed school district. Emphasis of the special summer school program has been on the creation of an atmosphere in which success may be easily achieved. An important aspect of the program is a series of home visitations by the teachers involved to enable them to gain insights into the backgrounds of the children.

Florida Migrant Child Compensatory Program; 1968.

Attempted to identify educational needs of migrants in two ways: 1) subjective--opinions of teachers and administrators; 2) objective--administered Wide-Range Achievement Test. The group improved in reading skills as measured by the WRAT from a mean score of 20.00 to 20.62. Males increased from 16.57 to 18.87. Females increased from 23.93 to 26.90.

Florida Migratory Child Compensatory Program Annual Evaluation Report, Florida State Department of Education, Tallahassee, 1968.

Regarding special services, the program was concerned with the following: 1) physical well-being, 2) bridging the gap between cultures, 3) language development and control of the communication skills, 4) growth in personal and social development and in greater understanding of the general culture, and 5) readiness to learn salable skills and occupational training.

"Guide to Curriculum Materials and Testing Instruments;" 1963-1968. ERIC ED 013 162

This bibliography was prepared for consultants who serve the OEO Migrant and Seasonal Farm Worker program. The first section pertains to curriculum materials. The second part is a list of testing instruments for migrant children, including reading, language, intelligence and general ability, achievement, and vocational interests. A list of suggested free materials is also included.

"Guide to Organization and Administration of Migrant Education Programs;" 1963. ERIC ED 001 499

Educational programs for children of migrant workers should bring children within the influence of well-trained teachers. The children should be taught in small groups to broaden cultural experience and to develop basic skills. Instructional programs should be organized in basic skills and subject area units which would be completed within one to six weeks. A continuous record of student achievement and health should be kept.

A Handbook for Teachers of Migrant Children in Wyoming; Wyoming State Department of Education, Laramie, 1968.

This handbook was compiled as a result of a 1967 workshop for teachers who would be establishing summer classes for children of migrant workers. It includes a history of the national migrant program, an analysis of the Mexican-American migrant, description of the structure and administration of the program, and guidelines for teaching migrant children.

"How an Urban School System Identifies Its Disadvantaged;" Spears, H., and I. Pivnick, Journal of Negro Education, Vol. 33, Summer, 1964.

This article describes a number of educational criteria that can be used to identify the disadvantaged child--including the migrant. Brief suggestions for treating the need are also given.

Learning on the Move: A Guide for Migrant Education; Adams State College Workshop on Curriculum for Migratory Children, Adams State College and Colorado State Department of Education, 1960.

A very helpful guide on understanding some of the practical problems in establishing a migrant children's school. Curriculum, transportation, health, lunch program, school records, and curriculum needs are covered.

"The Mexican-American in the Los Angeles Community," Oritz, Martin, 1967. ERIC ED 002 500

Los Angeles ranks second to Mexico City in the population concentration of persons of Mexican decent. The different cultural background of the Mexican-American requires special treatment in the schools. School administrators should recognize the educational implementations necessary to the acculturation process, which would result in a more dynamic and functional curriculum. The greatest preponderance of Mexican-Americans are in the lowest economic strata. There is a recognition of Mexican-American employment problems and a beginning of community effort to alleviate them. The effectiveness of services is hindered however by language barriers, impatience, indifference, hostility, and lack of understanding.

"Migrant Children Will Benefit from Innovative Projects;" Catholic School Journal, Vol. 67, Sept., 1967.

An argument in favor of innovation and experimentation with the curriculum for migrant children.

"The Migrant Education Program, P.L. 89-10, Title I, in Accomack County, Virginia;" Virginia State Department of Education, 1968.

This booklet describes the activities of the 1968 summer in-service training program for teachers and teacher aides under Accomack County's migrant education program.

"Migrant School;" 1967. ERIC ED 002 654

The use of an all-purpose room for a summer program created a happier atmosphere for children, gave each child the opportunity to proceed to a new activity when ready, and enabled each teacher to supervise a greater number of activities. The children were exposed to new places and job opportunities. Activities were related to such familiar ideas as the out-of-doors, travel patterns, and families. The teachers were able to give instruction on table setting and meal preparation, since the eating area was in the same multi-purpose room.

"Migrant School Helps Children;" Laing, J. H., and D. E. Austin, Nation's Schools, Vol. 79, February, 1967.

A description of a regular school program from day-care through adult programs for migrants who are Spanish-speaking. Teacher-community aids were utilized in a number of ways.

"Migrant Teacher;" Richards, C. V., The Instructor, Vol. 77, June, 1968.

A description of training programs for teachers of migrant children.

"Mobility on Arithmetic Achievement;" Sniper, W. T., Arithmetic Teacher, Vol. 13, Jan., 1966.

A study done in Georgia regarding effects of mobility on achievement in arithmetic.

"National Goals for Migrant Education;" March, 1969. ERIC ED 023 500

Allocation of federal funds initiated many programs designed to study migrant education problems. Evaluation of the effect of these programs has been after-the-fact, without adequate controls to evaluate an objective which has not been adequately defined. The objectives suggested as national goals are listed.

"New York State Migrant Education Program;" 1968. ERIC ED 020 848
Described are summer workshops which are conducted to prepare teachers to relate more satisfactorily to migrant children. Regional in-service workshops with expert consultants are conducted during the school year. An orientation program for preschool children will permit proper placement of migrant children. A teacher aide program with in-service training is necessary to assist teachers.

"Notes on the Need for Summer Schools for Migrant Children;" 1967. ERIC ED 002 653
The need for summer schools for migrant children is acute, for they cannot receive a coordinated, continuous education under the conditions of their lives. Since automation is increasing the need for skilled labor, migrant children must be taught to read, write, and calculate to the point where they can hold skilled jobs. Summer schools for migrant children are a benefit to local areas, for the state finances them and the regular income of state personnel is thus supplemented at no cost to the local school board.

"Nueva Vistas (New Views): A Report of the Annual Conference of the California State Department of Education;" 1968. ERIC ED 020 844
The problems to be faced in meeting the educational needs of California's Mexican-American population were discussed at this first annual Nuevas Vistas Conference. The first portion of this report contains excerpts from the major addresses delivered at the conference. The second portion reports the panel discussions and workshops conducted at the meeting.

"Planning Florida's Migrant Education Program: Report of the Workshop;" 1967. ERIC ED 011 471
This workshop report states the goals of the workshop, lists its participants, and provides excerpts from speeches made. Migrant adult education, migrant student education, migrant pre-schools, and the history of Florida's migrant education program are discussed.

"Problems and Trends in Migrant Education;" Haney, G. E., School Life, Vol. 45, July, 1963.
A review of three aspects of the problem of education of migrant workers' children. Mr. Haney first states the general problem of the plight of the migrant workers, citing a number of statistics. He then goes on to state the most pressing specific problems of education with which the schools have to deal. Finally, he notes the trends in migrant education, noting the leadership that is being provided by the local, state, and federal governments.

A Program for Five-Year-Old Migrant Children; Texas Education Agency, Austin, Summer, 1968.
This report was developed by the staff and participants of the Institute for Kindergarten Teachers and Aides of Migrant Children.

It contains the results of the Institute's program to prepare migrant children for instruction in areas such as science, math, and social studies. Cultural enrichment programs (music and art activities) were also provided.

"Programs and Practices in Compensatory Education for Disadvantaged Children: Reading Improvement Program for Migrants;" Wilkerson, D. A., Review of Educational Research, Vol. 25, Dec., 1965.
A brief discussion of available federal funds and programs.

"Project Paper on Migrant Education;" Morse, Julian D., Florida State Department of Education.
The Atlantic or East Coast Migratory Stream of farm workers is described with emphasis on Florida. Factors inhibiting adequate educational programs for migrant children are described as are areas of need in migrant education. A bibliography and some ideas on the study of the needs of migrant children are given.

Proposed Curriculum Program for Texas Migratory Children; Texas Education Agency, Austin, 1963.
Special curriculum was envisioned which would include an eight-hour school day for six months of the year. Emphasis would be placed on English, math, and social studies. Students' progress would be determined by standardized tests or tests designed for the special curriculum. Grade placement would be used on social studies, science, physical education, art, music, and industrial arts. Language arts and math would not be tied to grade level.

"Reading Supplement to Curriculum Guide for Texas Migratory Children;" 1963. ERIC ED 002 631
Curricular guides to the teaching of reading to migrant children in grades one through six are presented. Objectives are to teach essential skills in word recognition. Rather than force the child to fit a particular pattern, teachers are encouraged to fit the instruction to the children and to be guided by the individual rate of learning, stages of development, and cultural and experimental background.

"Regional Migrant Education Demonstration Project, A Component of the California Plan for the Education of Migrant Children;" May, 1969. ERIC ED 025 341
The annual report of the three-county Regional Migrant Education Demonstration Project presents a narrative description of the philosophy and planning of the project, a program overview, and implementation procedure and activites. The appendices contain budget information, the basic theoretical mold for the program development, and a graphic representation of attendance figures for 1967.

"Regional Program for Migrant Education;" Lopez, F., Childhood Education, Vol. 45, Sept., 1968.
A description of a summer program in California for the education of migrants. The approach taken here was to involve the whole family in some phase of the program; special programs were emphasized.

"Relationship of Mobility to Achievement in Reading, Arithmetic, and Language in Selected Georgia Elementary Schools;" Peirodin, A. F., and W. T. Snipes, Journal of Educational Research, Vol. 59, March, 1966.

This study concluded that pupil achievement in reading, arithmetic, and language is not significantly related to mobility with respect to number of moves, recency of moves, and distance of moves. There was no significant difference in pupil achievement in reading, arithmetic, and language on the basis of sex, age, socio-economic level of parents, retention of a grade level more than one year, or I.Q. Tests in the study were the following: California Short Form Test of Mental Maturity, Form 5; California Complete Battery, Form W Personnel Data Form; Hollingshead 2 Factor Index of Social Position.

Report of the Educational Needs of Migrant Workers; Texas Education Agency, Austin, 1965.

Using the U.S. Census (1960) the literacy rate and schooling of adults was determined. As a result, literacy classes were begun. Also included is a state-by-state description of literacy programs.

"Report of the National Workshop on the Education of Migrant Children--St. Louis, Missouri;" 1964. ERIC ED 002 616

Educators from state departments of education met at the National Workshop on the Education of Migrant Children to share experiences and suggestions. A major concern was to evaluate existing programs and to seek ways of relating these separate programs to the total educational experience of the child as he moves from state to state.

"A School and Health Record Transfer System for Migratory Children of Migratory Agricultural Workers;" 1968. ERIC ED 014 367

The California State Department of Education has adopted a uniform transfer system for children of migratory agricultural workers. Each school district enrolling migrant children must complete a standardized form for each migrant child, and forward it with the pupil when he withdraws. A copy must also be forwarded to the State Department of Education.

"School Bells for Migrants;" Blubaugh, R., American Education, Vol. 4, March, 1968.

Some efforts of California and some representative programs are discussed, with an emphasis on summer schools.

"School for the Migrant Child;" Conde, C., American School and University, Vol. 36, June, 1964.

Written by a man who was born of a migrant family in Texas, this article outlines how education has helped the migrant--but more help is needed. Specifically, programs designed especially for the migrant need to be implemented on a broader scale.

A School Transfer Record System for Farm Migrant Children; Haney, George E., OE-23042 Bulletin No. 32, U.S. Department of Health, Education, and Welfare, 1965.

Guidelines for improving interschool communication and steps for processing records of migrant children are included in this bulletin.

"Some Factors Associated with the Age-Grade Placement of Migrant Children;" Boynton, T. J., and E. E. McKenna, Rural Sociology, Vol. 30, Sept., 1965.

The purpose of this study was to analyze the relationships between migrant children's academic performance and certain socio-educational factors. More specifically, the relationships between the children's age-grade placement scores and their parents' educational achievement levels, parental expectations regarding the children's education, and horizontal mobility (number of moves made by a family in one year) were examined and compared.

"Some New Approaches to Migrant Education;" 1967. ERIC ED 010 747

The author examines the federal and the Indiana state laws controlling migrant education. He discusses both the Texas Migrant School Project of the Lower Rio Grande Valley and the problems related to and the elements which should be considered in curriculum development for migrant students.

"Special School for Migrant Children;" 1967. ERIC ED 002 666

Many changes have occurred in migrant children over the five years the special school has been in operation. They are cleaner and better behaved. The curriculum emphasizes reading, arithmetic, health, spelling, writing, and social living. Repeatedly mentioned teacher comments were: attendance problems, retardation and need for individual tutoring, use of audio-visual materials as helpful teaching techniques, and need for informing parents about the school program. Graphs show attendance, nationality, home base, number enrolled by age and former school experience.

Study of Migrant Children in Oregon Public Schools; Oregon State Department of Education, Salem, April, 1960.

Discusses characteristics, identification, financing, attendance, arrival-departure patterns, drop and rate, and areas of educational retardation by schools and children.

"Teacher Aides in Migrant Programs;" State of Ohio Department of Education, 1968.

This pamphlet describes the recruitment and training of teacher aides whose services are needed in classrooms participating in Ohio migrant programs.

Teaching in the Slum School; Strom, Robert D., Charles E. Merrill Books, Inc., 1965.

Touches the edges of the migratory problem such as adjustment, extent of mobility, grade placement, programs, record keeping, and teacher turnover. Has excellent bibliographical sources.

"Texas Project for the Education of Migrant Children 1967-68," Texas Education Agency, Oct., 1968.
Determined educational needs of migrant children in two ways: 1) subjective measurement--observations from teachers and administrators, and 2) objective measurement--pretest, Stanford Achievement Test, and post-test, Arithmetic and Paragraph meaning.

"Traveling Communities with Mobile Community Services: A Possible New Approach to the Migrant Problem;" Kurland, N., 1967. ERIC ED 022 633
The proposed solution suggests that six migrant communities be organized during the six months when they are at their home base. Since the migrants are reluctant to remain with an organized group, suggested inducements to overcome such reluctance include a work plan organized for a full season's employment, the opportunity to select their own crew leaders, and the opportunity to related to and participate in a fairly stable community both at their home-base and during the migratory season. Certain services would be supported by the Economic Opportunity Act at the home-base and way-station communities would be available.

MIGRANT FARM LABOR

"Asparagus Aspersions;" Newsweek, Vol. 65, April 5, 1965.
A short analysis, pro and con, of the effect of Public Law 78 to ban braceros from labor in California, and upon the vegetable crops in that state.

"Bracero Blunder;" Moley, R., Newsweek, Vol. 66, July 19, 1965.
Raymond Moley, editor, severely criticizes the repeal of P.L. 78. He noted that the crops of California were not being harvested; that millions of dollars were lost; food prices rose; and that labor could not get native Americans to work in the fields.

"Bring Back the Braceros;" Newsweek, Vol. 65, March 8, 1965.
A verbal battle between Gov. Brown of California who wanted the P.L. 78 suspended so that California growers could use Mexican labor and Labor Secretary Wirtz who refused, still feeling that the California growers had not tried hard enough to hire native workers for the higher wages.

"Effects of Ending the Bracero Program;" American, Vol. 116, April 15, 1967.
An appraisal of the ending of the bracero program after two years. With an 88% decline in the number of braceros admitted to the country in the two years of 1965-67, the cost of fruit and vegetables rose only 2%. Virtually this same comment is found in Christian Century, Vol. 84, Feb. 1, 1967.

Employment Service Review, Jan./Feb. 1967.
Most of this issue bears on new ways of recruiting farm labor from a local labor supply. The "traditional" migrant worker is recruited but so are many others who are otherwise unemployed. Only partially is this concerned with the lack of braceros. Also included are four articles dealing with transportation, rest centers, and housing in meeting the migrant's needs. Pertains especially to North Carolina, Texas, Arkansas, and Ohio.

Employment Service Review; July, 1967 (pp. 10-21).
There are three articles here dealing with the Indians and Mexican-Americans in the Southwest, a large minority of whom are migrant workers. An analysis of their situation, a plea from a Congressman to help them, and a program--Operation SER--are all covered in these articles.

Employment Service Review; Frank, W. S., Jan./Feb., 1965 (pp. 10-11).
The Farm Labor Contractor Registration Act is described and explained along with an explanation of the benefits of the Act to both the migrant worker and the migrant employer.

Farm Labor Report, Alabama Department of Industrial Relations, Montgomery, Jan. 1969.
This report summarizes the various Farm Placement Articles during calendar year 1968, depicts the various types of services rendered to workers and employers, and forecasts significant changes expected in the labor market during 1969. The Farm Labor Report, containing similar information, is available for previous years.

"The Farm Labor Situation in Selected States, 1965-66;" Metzler, William H., Ralph A. Loomis, and Nelson L. LeRay, Agricultural Economic Report No. 110, U.S. Department of Agriculture, Washington, D.C., April, 1967.
Factors which have affected the farm labor situation in California, Texas, Florida, Michigan, and New York are indicated.

"Hired Farmworkers in the United States;" U.S. Department of Labor, Bureau of Employment Security, Washington, D.C., Dec., 1964.
A study of the earning power, economic opportunity and security, and living conditions of hired farmworkers. It consists largely of comparative tables based on data published by the Departments of Agriculture, Commerce, and Labor.

"The Hired Farm Working Force of 1966--A Statistical Report;" McElroy, Robert C., Report No. 120, Department of Agriculture, Economic Research Service, 1966.
A statistical analysis forthe total working force employed on U.S. farms, including recent trends in terms of man-days worked by each age, sex, migratory, farm, or non-farm resident group. Wages earned in varying geographic regions are presented. This report is one of a series of such reports put out over the years by the U.S. Department of Agriculture.

"How a Government Policy Conflicts;" Nation's Business, Vol. 53, May, 1965.

The contention here is that the stopping of the bracero program will soon cause the U.S. not only to lose agricultural exports but even import the very items previously exported as American farmers cannot work as cheaply as the braceros.

"Interdepartmental Committee on Farm and Food Processing Labor;" New York State, Albany, 1965.

Summarization of rules, regulations, and laws having to do with seasonal agricultural labor and food processing workers and their employers in New York State.

"Job Problem for Two Countries: U.S. and Mexico;" U.S. News and World Report, Vol 58, Jan. 18, 1965.

A review of the problems caused both the U.S. and Mexico as a result of the ending of the bracero program.

"Manpower Services in Rural Areas;" U.S. Department of Labor, Office of Information, Washington, D.C., 1968.

The text of an address by Robert C. Goodwin (Administrator of Bureau of Economic Security) to the National Farm Labor Conference. The remarks project plans for expanded service program for stimulating employment and economic standards in rural areas.

"The Migratory Harvest Labor Market: An Illinois Case Study;" Leftwich, H. M., Dissertation Abstracts, July, 1965.

By concentrating on a particular situation, Leftwich has attempted to study in depth the various processes, institutions, and problems of a labor market for migratory agricultural labor. (ERA)

"Migratory Labor in American Agriculture;" Report of the President's Commission of Migratory Labor, March, 1961.

Migratory labor patterns are presented. Estimated employment potential of the states which make up the patterns are also included. The plight of the migrant was discussed at length and recommendations were made, but the Commission was not empowered to act; consequently, it was some years later before the recommendations became enacted into law.

"Migratory Labor in Colorado;" 1967. ERIC ED 002 554

Conditions and problems relating to the employment of seasonal farm workers and migrants in Colorado are presented. The five major seasonal farm labor state employment areas are surveyed according to: the organization of the seasonal farm labor market, housing, health and sanitation, education, trends in agricultural acreage, production, and technological change, community attitudes and programs, state and federal legislation, and the composition, attitudes, and problems of the seasonal farm labor force.

"Migratory Labor in the West: Background Information for the Western Interstate Conference on Migratory Labor;" 1967. ERIC ED 002 690
The migratory farm labor force in the United States is generally composed of underemployed workers who are primarily from the Negro, Spanish-American, and Indian minority groups of rural areas. These workers migrate in search of employment because of their low earning potential in their home areas. Although they help satisfy the critical demand for short-term seasonal labor, problems arise because communities requiring their services cannot meet their needs for schools, hospitals, churches, recreational areas, and homes. These problems are further compounded by mobility, which adds to expenses and reduces income while contributing to illiteracy, poor working conditions, inadequate housing, and lack of sanitation.

"Migratory Labor in Wisconsin Agriculture;" 1967. ERIC ED 002 681
A series of charts related to migratory workers in Wisconsin is presented. The tables depict the seasonal agricultural and food processing employment timetable of major crop activities; the utilization of migrant workers in such activities; the migrant workers registered by district offices, state of residence, and state of last employment; the number of scheduled workers reporting and failing to report; and the characteristics of migrant workers.

"Mississippi--Migrant Supply;" Alewine, R. W., Employment Service Review, March, 1964.
A description of how migrant workers were successfully scheduled under the Annual Worker Plan for proper utilization of the migrant work force in Mississippi. (ERA)

"NLRA;" Congressional Quarterly Almanac, 1968.
A discussion of the inclusion of all large farm employers (12 or more employees at any time during the year) to be covered by the NLRA. Brief discussions on the "Grape Boycott" and the action of Wirtz to stop braceros from being used in 1968. (On Feb. 10, 1969, President Nixon directed the Secretary of Agriculture to report on the advisability of having farm workers covered by the NLRA. According to the New York Times (May 7, p. 20, col. 4), the Secretary has recommended that a Farm Labor Relations Board be set up to deal directly with the problems of organizing farm labor.)

"An Old Myth Fades;" Nation, Vol. 201, July 19, 1965.
A rebuttal to those people in California who felt that the closing of the bracero supply of labor in 1965 would cause a severe drop in profits. Instead, the editor noted a gain in profits in spite of the use of more costly American labor.

"Open Meeting on Agricultural Policy;" 1967. ERIC ED 002 689
The number of hired farm workers is decreasing with the increased use of labor-saving farm machinery and technology which allows greater output per worker. The low wage scale prevalent in agriculture is the major cause of the farm labor problem. Wage ratios are difficult to measure accurately because of a great diversity in methods of payment and the difficulty in placing workers on

such furnished prerequisites as houses, rooms, and meals. A factor affecting wage rates was the relative unproductivity of farm labor as compared to industrial labor.

"Politics of the Mexican Labor Issue;" Hawley, E. W., Agricultural History, Vol. 40, July, 1966.
A comprehensive article describing the recent history of the Mexican labor issue from 1950 to the present. The politics of this issue may have significance for all farmers, suggests the author.

"A Preventative Approach to the Migrant Labor Problem in Florida Agriculture;" Carpenter, T. G., Dissertation Abstracts, Aug., 1964.
The analysis here concludes that the public, the farmers, and the workers of Florida will, in the long run, benefit if the domestic migrant labor force is reduced rather sharply, assuming migrants could be persuaded into other occupations. (ERA)

"Program Developed for Motor Vehicle Risk of Farm Labor Contractors;" National Underwriter, Vol. 70, May 13, 1966.
Describes a program to insure the contractor while he is actually transporting his workers from one place to another.

"Progress in Meeting Problem of Migratory Labor in Maryland;" 1967. ERIC ED 002 684
Changes in Maryland agriculture had a pronounced effect upon the labor movement. Among them were: crop yields, crop prices, and the resultant effect upon crop acreage; and mechanization of tillage, thinning, and harvest procedures. Despite increased mechanization, greater averages might demand a rather constant supply of labor.

"Report from the National Farm Labor Conference;" Groom, P., Monthly Labor Review, Vol. 88, March, 1965.
A report dealing with the problems that come about in securing labor during the year following the stopping of the bracero program. More, but not enough Americans were being hired, most under a formal contract regarding wages and benefits.

"Small Farmers Search for Migrant Labor (Growing Reluctance of Puerto Ricans to Work on New Jersey Farms);" Kuitny, Jonathan, New Leader, Vol. 52, February 3, 1969.
Most small farmers in New Jersey have encountered severe difficulty with labor due to several causes, including 1) competition with highe paying jobs in metropolitan centers, 2) higher wages for field work, 3) threat of unionization by migrant workers, and 4) the state laws that require certain minimum conditions, such as adequate water suppl and electricity for work camps.

"State Committees on Seasonal Agricultural Labor--Their Organization and Programs;" Bulletin 274, U.S. Bureau of Labor Standards, June, 1965.
A complete list of all 28 states (and 34 committtees, as some states have 2 committees) having Migratory Labor Committees. Membership and address of each home office is given in addition to a brief rationale for the formation and purpose of the committees in each state.

"Stooping to Conquer: Wirtz Report;" Newsweek, Vol. 67, Feb. 7, 1966.
To justify a continuation of the repeal of P.L. 78, Secretary of Labor Wirtz gave three reasons as an attempt to prove that the repeal was prudent. 1) For 1965 the use of foreign labor dropped 83%, thus creating jobs for American natives. 2) The market price of fruits and vegetables declined 3% in 1965, whereas the price for all foods rose by 3.5%. 3) 100,000 native Americans received employment and hourly wages rose from $1.08 an hour to $1.14.

"Termination of the Bracero Program;" McElroy, Robert C., Agricultural Report No. 77, U.S. Department of Agriculture, 1965.
A brief analysis of supplemental non-foreign labor available, along with a detailed analysis of labor required on a state-by-state basis and also on the basis of specific crops.

"What's Coming Up is Coming Up;" Connor, Russell C., Federal Reserve, Philadelphia, April, 1965.
Because the imported labor to New Jersey is getting paid more, the author sees the necessity for growers to raise the price of all hand-picked vegetables.

"When the U.S. Barred Foreign Workers from Farms;" U.S. News and World Report, Vol. 58, May 31, 1965.
Critical review of the government's decision to bar the entry of braceros to the U.S. Those crops requiring stoop labor and which have not yet been mechanized will have to cut back production, according to this article.

"Who'll Pick the Strawberries?" Time, June 4, 1965.
The concern of the article deals with the stopping of the bracero program by Willard Wirtz. Crop spoilage is acknowledged, but due mainly to overplanting rather than lack of labor, say some authorities.

"Will Growers Get Mexican Labor?" U.S. News and World Report, Vol. 58, April 5, 1965.
A debate of the decision taken by Congress to bar Mexican workers' entry into the U.S., but points out that braceros can still be brought in under certain conditions.

"Year of Transition: Seasonal Farm Labor in 1965;" Government Printing Office, U.S. Labor Department, 1966.
It is held that as a result of the end of the bracero program, new jobs were created for American migrant workers. Also, says the Department of Labor, hourly wage rates on the farms increased.

MIGRANT FEDERAL AND STATE LEGISLATION AND GUIDELINES

Alabama: Directory, Titles I and III, Public Law 89-10; State of Alabama Department of Education, Montgomery, 1968.
A directory of all administrative personnel employed in Alabama under Titles I and III of Public Law 89-10.

Alabama: Handbook for Title I, Public Law 89-10 for FY 1968-69; State of Alabama Department of Education, Division of Administration and Finance, Montgomery, 1969.

Alabama's official guide for the operation of Title I programs, which include provisions for educationally deprived children.

"Agriculture and the Child Labor Requirements under the Fair Labor Standards Act as Amended in 1966;" United States Department of Labor, Washington, D.C., January, 1968.

A discussion of the application of the Fair Labor Standards Act to minors employed in agriculture.

"Backs 'Bill of Rights' for Farm Migrants; Denies 'Bracero' Ban Hikes Food Prices;" Wirtz, Willard, Labor, July 17, 1965.

A summarization of the highlights of the hearings by the previous Secretary of Agriculture before the Senate Labor Subcommittee. Five bills are included in the hearings, each bill designed to deal with some aspect of the economic and social problems of the migrant worker. (ERA)

"Child Labor Standards and School Attendance Laws as They Relate to Rural Youth;" 1967. ERIC ED 002 646

Federal and state legislation on child labor standards and school attendance are discussed. Often these laws do not recognize the difference in educational needs between urban and rural areas. Data are presented on the degree of unemployment and on the cause of youth unemployment. Recent and pending changes in the child labor laws are discussed. One recent change is the Migrant Health Act, which will alleviate the immediate and critical health problem.

Committee on Agriculture House Report No. 274, House of Representatives.

Concerns the extension of the Mexican Farm Labor Program, under agreement with Mexico since 1951.. Relevant to this are a series of hearings before the Subcommittee on Equipment, Supplies, and Manpower from 1960-63, which includes almost 100 pages of testimony on some 21 separate House Bills. The agreement to extend the program through December 31, 1964, is contained in House Report No. 722.

Committee on Labor and Public Welfare, The Migratory Farm Labor Problem in 1968; Senate Report No. 1495, U.S. Government Publication Entry #4854, April, 1968.

A report of the Committee on Labor and Public Welfare made by its subcommittee on migratory labor, with individual views. A series of these reports are listed below and are recommended for background reading of how the federal government became involved with the recent migratory programs. The Congressional Quarterly, annotated elsewhere in this bibliography, has good summaries of these reports.

1967	Senate Report No. 71, 90th Congress, 1st Session
1966	Senate Report No. 1549, 89th Congress, 2nd Session
1965	Senate Report No. 155, 89th Congress, 1st Session
1964	Senate Report No. 934, 88th Congress, 2nd Session
1963	Senate Report No. 167, 88th Congress, 1st Session

1962 Senate Report No. 1225, 87th Congress, 2nd Session
1961 Senate Report No. 1098, 87th Congress, 1st Session
1961 was the first report.

Coverage of Agricultural Workers Under State and Federal Labor Laws; U.S. Department of Labor, Bureau of Labor Standards, U.S. Government Printing Office, Washington, D.C., 1964.

A brief review of laws covering farm labor camps, farm labor contractors' regulations, transportation, minimum wage, child labor, wage payment, wage collection, workmen's compensation, and disability and unemployment insurance are presented and the states that have enacted laws related to these topics are listed.

"Coverage of Employees in Agriculture Under the Fair Labor Standards Amendments of 1966;" Wason, James R., Washington, D.C., Oct. 12, 1966.

This report describes how the amendments to the Fair Labor Standards Act modify wage rates, extent of coverage, and employment practices in agriculture.

Department of Health, Education, and Welfare Office of Education, Letter to Chief State School Officers and State Title I Coordinators, ESEA, from John F. Hughes, Director, Division of Compensatory Education, Feb. 3, 1967.

This memorandum provides information concerning the implementation of state programs for migratory children under the ESEA of 1965, as amended. Generally, the regular Title I guidelines apply except for the information contained in the letter.

Department of Health, Education, and Welfare Office of Education, Letter to State Title I Coordinators, ESEA, from John F. Hughes, Director, Division of Compensatory Education, Feb. 9, 1968.

Explains amendment to Title I, under which children of migratory workers can be retained in the program for five years.

"Educational Achievements of the 89th Congress, 2nd Session;" Gereau, M., Kappan, Vol. 48, December, 1966.

A brief summary of the educational acts of the 89th Congress, 2nd Session, is presented.

"Educational Legislation in the 90th Congress;" Halperin, Samuel, Kappan, February, 1967.

The author attempts to anticipate the actions of the 90th Congress with respect to educational legislation in light of the present circumstances.

"ESEA Act;" Wilson Library Bulletin, Vol. 41, March, 1967.

The author outlines the church-state aspects of the ESEA and suggests how the possibilities of unconstitutionality might be minimized.

"ESEA Amendments;" School Board Journal, February, 1968.

Summary of amendments to ESEA, including brief statement of migratory children who are now eligible for ESEA programs.

"ESEA: Its Promise, Accomplishments, and Problems;" Estes, Nolan, National Association of Secondary School Principals Bulletin, May, 1968.
Some background information of the ESEA is offered, along with an analysis of the Act to date.

"Fact Sheet on Children in Agriculture under Federal Law, and Other Fact Sheets;" 1963. ERIC ED 002 639
Fact sheets published by the National Committee on the Education of Migrant Children deal with child labor provisions under federal law; the status of Senate bills affecting migratory labor; the origin, purposes, and activities of the committee; and an example of a newsletter on the education of migrant children.

"Guidelines for the Education of Migrant Children as Authorized under Public Law 89-750, Title I, ESEA;" California State Department of Education, 1968.
California plans to establish a statewide program by regions for the education of migrant children. These guidelines contain certain regional maps and organization charts, also identification of migrant children, level of funding, identification of needs, and evaluation.

"Handy Reference Guide to the Fair Labor Standards Act;" U.S. Department of Labor, Wage and Hour and Public Contracts Division, Washington, D.C., April, 1968.
A guide providing general information concerning the application of the Fair Labor Standards Act, as amended in 1966. Covers wage-hour provisions for employment.

"Hired Farm Workers under the Fair Labor Standards Act as Amended in 1966;" U.S. Department of Labor, Wage and Hour and Public Contracts Division, Washington, D.C., October, 1966.
This pamphlet supplies general information on wages and hours, classification of workers, and miscellaneous provisions of the Fair Labor Standards Act as it applies to farm workers.

"History of Federal Interest in Migrant Education;" Heathershaw, John G., 1958. ERIC ED 002 664
During the depression of the 1930's, recognition was given to the plight of migratory workers. As a result of the studies of several governmental agencies, a Farm Labor Camp Program was developed to provide housing, medical care, child care, and community activities for seasonal farm workers. A summary of the problems in the fields of transportation, rest camps, housing, loan facilities, health and welfare, and education, which the Presidential Committee acted upon, is included in this report.

"Legislative History of the Exclusion of Agricultural Employees from the National Labor Relations Act, 1935, and the Fair Labor Standards Act of 1938;" Wason,James R., Washington, D.C., May 19, 1966.
A report that covers the extent and provisions of the two respective acts, analyzing their contents and giving them background information on the development of the acts.

"Major Provisions of State and Federal Farm Labor Contractor Laws;" Bond, Deborah T., Bulletin No. 275, U.S. Bureau of Labor Standards, May, 1965.
An explanation of all federal laws applying to the rights of the migrant workers and an inclusion of all similarly pertinent laws in those states that have considerable migrant labor.

"The Migrant and Economic Opportunity Act;" Entry #9025, June, 1965.
An explanation of assistance available under the Economic Opportunity Act to assist the migrant and seasonal agricultural worker and his family. (MCUSGP)

"The Migratory Farm Worker;" Williams, H.A., Labor Today, Vol. 6, June/July, 1967.
Mr. Williams, who is chairman of the Senate Subcommittee on Migratory Labor, discusses the legislative objectives of his committee for the 90th Congress. The objectives cover minimum wages, health, housing, and education for the migrant. (ERA)

"Migratory Labor Subcommittee;" Congressional Quarterly, Vol. 23, April 23, 1965.
The Migratory Labor Subcommittee report to the Senate Labor and Public Welfare Committee. The Chairman, Senator Williams, strongly recommended broader help to the migrant than that provided by P.L. 88-582. Nine items are listed, ranging from minimum wages to social security and health benefits. Five of these became bills sponsored by Williams in 1966.

"The Organizational Behavior of Congress in the Formulation of Educational Support Policy;" Menacker, J., Kappan, Vol. 48, Oct., 1966.
The author attempts to enable educators to become more conversant with the complexities of congressional behavior as they relate to educational legislation.

"Policy Statement Relating to the Education of Migrant Children;" Colorado State Department of Education, Section on Education of Migratory Children, Denver, 1962.
Purposes, definitions, obligations, and practices in the educational program for migrant children are clarified in a policy statement.

"A Political Case History: Passage of the ESEA;" Gutherie, James, Kappan, Vol. 49, February, 1968.
Some background information of the politics and considerations that were evident in the passage of the ESEA. Questions of race, desegregation, federal control, financial distribution, and religion are examined.

"President Johnson's Recommendations;" Congressional Quarterly, Vol. 25, March 17, 1967.
President Johnson's recommendations for a five-point program of assistance to migrants, including greater welfare, educational and unemployment aid.

"Program Guidelines for Children of Migratory Agricultural Workers;" McGower, Dewey, Jr., Connecticut State Department of Education, Hartford, 1968.

The children of the migrant worker are educationally and socially disadvantaged. In order to plan an educational program for these youngsters, four basic principles should be considered: 1) affection is a basic need of children; 2) every individual has the potential to grow in his own way; 3) growth is interrelated with readiness; and 4) each child must be provided a series of successful experiences.

Public Law 89-10, United States Statutes at Large; Vol. 79, 89th Congress, 1st Session, 1965, U.S. Government Printing Office, Washington, D.C., 1966.

The text of the Elementary and Secondary Education Act.

Public Law 89-750, United States Statutes at Large; Vol. 80, 89th Congress, 2nd Session, 1966, U.S. Government Printing Office, Washington, D.C., 1967.

The amendments of 1966, including the amendment extending coverage of the act specifically to migrant children.

Public Law 90-247, United States Statutes at Large; Vol. 81, 90th Congress, 1st Session, 1967, U.S. Government Printing Office, Washington, D.C., 1967.

This law includes the 5-year extension of migrant children's eligibility in migrant programs after their parents drop out of migrant agricultural work.

"Report on Migratory Farm Labor;" Givens, R. A., Labor Law Journal, Vol. 18, April, 1967.

A report of the Committee on Labor Law of the Federal Bar Association of New York, New Jersey, and Connecticut, which recommends the immediate extention of the protections offered under NLRB to migrant workers. It would broaden the coverage of the Fair Labor Standards Act and recommends long-range solutions through workmen's compensation and disability benefits as well as the creation of a new, federally-sponsored organization to provide longer-term employment. (ERA)

"Vocational Rehabilitation Act;" Congressional Quarterly, Vol. 25, Aug. 25, 1967.

A review of the Vocational Rehabilitation Act and its passing of the House in HR 12257. The Education and Labor Committees noted that as migrants are not citizens of any state, and therefore not eligible for many programs, the provisions of this Act should be construed broadly so as to include as many migrants as possible.

"A Schoolman's Guide to Federal Aid, Parts I, II, III, IV;" School Management, June, 1965; December, 1965; December, 1966.

A thorough summary of ESEA efforts to date with descriptions of various programs and procedures. Several federal aid programs are discussed.

"Senate Labor and Public Welfare Committee;" Congressional Quarterly, Vol. 25, May 12, 1967.
The Senate Labor and Public Welfare Committee made a rather extensive report on "The Migratory Farm Labor Problem in the U.S.," and made a number of recommendations, most of these following the guidelines set up by Williams' Subcommittee on Migratory Labor. There is discussion on the provisions of the NLRA to extend to farm workers. House of Representatives hearings on the latter are on pp. 785-86 of this issue, and Senate hearings occur in Congressional Quarterly, Aug. 4, 1967, pp. 1344-45. The latter especially tell of the abuse from law enforcement officers that migrants have taken in Texas.

"Senate Subcommittee on Migratory Labor;" Congressional Quarterly, Vol. 24, Sept. 16, 1966.
Senate Subcommittee headed by Williams strongly approved the action taken by Wirtz to limit the entry of the braceros, though with vigorous opposition from a minority. The bills recommended by Williams--minimum wage, child employment, collective bargaining rights, etc., were recommended to the Senate Labor and Public Welfare Committee.

"Significant Events of '66;" editorial, Kappan, Vol. 48, February, 1967.
The ten major educational events of the past twelve months are presented, including consideration of the ESEA legislation.

"Summary of P.L. 88-582;" Congresssional Quarterly, Vol. 23, April 9, 1965.
A summary of P.L. 88-582, which was designed to coordinate the anti-poverty program regarding migrants. It deals with housing, day-care centers for children, education, and sanitation services for the migrants. Bills related to this are also explained, including the Farm Labor Contractor Registration Act approved Sept. 7, 1964.

"Summary of Rules, Regulations, and Laws that Affect Seasonal Farm and Food Processing Workers, and Their Employment in New York State;" 1967. ERIC ED 002 553
Numerous provisions have been made by New York State to assist and to protect farmers, their workers, and the public. Special services and laws show the nature of this assistance with regard to the administration and supervision of a variety of migrant programs. The Joint Legislation Committee is making a study of the administration of the migrant labor laws and is considering recommendations for future legislation. During the harvesting season, the Committee endeavors to determine how legislation is received by those affected, and whether or not it accomplishes its objectives.

Title I/Year II; U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C., 1967.
This booklet is the second annual report of Title I of the ESEA of 1965. It covers general data, gathered from throughout the nation, pertaining to federal financial assistance for schools with large concentrations of low-income families.

"Title III, ESEA--What You Can Learn From its First Evaluation;" *School Management*, February, 1966.
Review of first round of Title III proposals, with suggestions for procedures to obtain funds, is presented.

Treaties, Department of State, April, 1964.
The agreement between the U.S. and Mexico to extend to prior agreement of Aug. 11, 1951 through Dec. 31, 1964, concerning Mexican migrant workers in the U.S. This agreement was not renewed after 1964.

"Trends and Musts in Federal Education Legislation;" Murnagham, F., and R. Mandel, *Kappan*, June, 1969.
The authors, in calling for unification of major groups interested in equal educational opportunity for all, examine some of the purposes of federal legislation.

Vocational Rehabilitation Act, Entry #16144, November, 1967.
H.R. 12257, an act to amend the Vocational Rehabilitation Act to extend and expand authorization of grants to states for rehabilitation services and to provide assistance for migrants. This has reference to the bill itself, not the numerous hearings and reports involved with it. (MCUSGP)

"What's New in the ESEA Amendments?" *American Education*, Vol. 3, February, 1967.
A summary of the amendments to Titles I-VII of the ESEA are presented, along with the new Title VI of the Act.

MIGRANT HEALTH

Annual Report, 1968; Texas State Department of Health, Austin, 1968.
This report describes the migrant situation in Texas, and the cooperative efforts of Health Department personnel, physicians, city and county officials, and voluntary agencies to maintain health planning and services for migrant families.

Arizona's Health; Vol. 1, No. 3, Oct./Nov., 1966, Arizona State Department of Health, Phoenix, 1966.
This magazine is an official publication of the Arizona State Department of Health and devotes this issue to migrant health problems.

"Better Health for Migrants;" 1965. ERIC ED 011 218
This issue of *Florida Health Notes* discusses Florida's migrants and the migrant health services provided by the State Board of Health and the County Health Departments. The following topics are discussed: their housing and sanitation facilities, their long working hours and low wages, their summer migration patterns, their health problems, and factors leading to their migration.

"A Directory of Migrant Health Projects Assisted by Public Health Service Grants;" U.S. Department of Health, Education, and Welfare, Public Health Service, Washington, D.C., September, 1967.

This directory lists, by states, the locations and distribution of migrant projects throughout the nation. It contains maps, comparative data, and descriptions of health service centers in each state.

"Eating Patterns Among Migrant Families;" Delgado, Drumback, and Deaver, Public Health Reports, Vol. 76, No. 4, April, 1961.
This article reports the findings of a Palm Beach County Migrant Project which was designed to improve the health and nutrition of migrant families in selected study groups.

"Grants for Migrant Family Health Services;" U.S. Department of Health, Education, and Welfare, Washington, D.C., March 28, 1969.
This pamphlet describes eligibility, application, procedure, and services authorized by the Migrant Health Act. It discusses use of grant funds by local public agencies and nonprofit organizations for the purpose of improving health services for migrant families.

"Florida Migrant Health Project, Fourth Annual Progress Report, 1966-67;" 1967. ERIC ED 013 699
The Fourth Annual Progress Report of the Florida Migrant Health Project indicates that in 1966-67 there was an appreciable increase in the amount and variety of migrant health services rendered, the number of migrants contacted, and the activities performed by project personnel. Some advances were made in improved migrant housing and health education activities. Plans for the future call for an intensive venereal disease program, inpatient hospital care, resumption of vision, dental, and diabetes screening, additional medical and dental clinics, and holding a migrant health services conference.

"Health and Day Care for Children of Migrant Workers;" Siegel, Earl, Public Health Reports, Vol. 79, October, 1964.
A doctor who has had long association with the migrant tells of the dental, medical, nutritional, and emotional problems of the migrants. The article is written as a program to cover these needs.

"Health Conditions and Services for Domestic Seasonal Agricultural Workers and Their Families in California;" Merrill, Malcolm H., 1965. ERIC ED 002 349
Field interviews supplemented a survey of past and present conditions and assisted in formulating recommendations for action to meet the acute health needs of California's seasonal agricultural workers. It is recommended that the State of California make funds available to counties desiring decentralization and extension of local health and medical care services for seasonal agricultural workers and their families through such means as: development of field clinics staffed by local personnel; provisions of prenatal care for mothers and treatment for sick children in existing child health conference clinics; home nursing, health education, and liaison with existing treatment facilities. Recommendations were that residency requirements be abolished in county hospitals.

"Health Needs of Migrant Children in a Kansas Day Care Program;" Gilbert, Arnold, M.D., and Schloesser, Patricia, M.D., U.S. Department of Health, Education, and Welfare, Public Health Service.

This article reports the conclusions of a medical study and health survey conducted in a southwestern Kansas migrant center.

"Health Needs of Seasonal Farmworkers and Their Families;" Shafer, James K., *et al*., U.S. Department of Health, Education, and Welfare, *Public Healt Reports*, Vol. 76, No. 6, June, 1961.

Describes the health problems encountered by migrant families. A description of diseases often encountered by migrants and possible programs to help these people is given.

"Migrant Health Act of 1962;" *Congressional Quarterly Almanac*, 1968.

P.L. 90-574 extended through June 30, 1970 the Migrant Health Act of 1962. Under this bill, funds are allocated to public and non-profit agencies for health services for migrants.

"Migrant Health Program, New Jersey, 1964;" Dougherty, William, *et al*., 1964. ERIC ED 013 126

A major effort was mounted to increase, extend, and improve health services for migrant agricultural workers in New Jersey during the second year of operation, 1964. The migrant health program provided: 1) service to 453 camps, 2) opportunity for 5,000 persons to communicate with the nurse or other health worker who visited the camp, and 3) direct visits to over 1,300 persons for many reasons, principally tuberculin screening and health counseling.

"Migrant Life Education Component;" 1968. ERIC ED 017 345

A migrant life education program was organized in the summer of 1965 by the New Jersey State Department of Health. An evaluation of each facet of the program is presented in this document, and recommendations are made for continuation of the project.

"Activities in California Directed Toward the Improvement of Health Among Domestic Seasonal Agricultural Workers and Their Families;" 1967. ERIC ED 002 426

This program sought to help local health agencies by providing: technological assistance to counties trying to develop facilities and services, early development of policies and procedures for use of state funds by local agencies, study of the development and extension of health insurance for farm workers' families, a study of matters pertaining to eligibility restrictions on health services for farm workers, and coordination of intra- and inter-state efforts to meet the health needs of migratory workers. The Health Department hoped to stimulate a nutrition education program for the farm workers' familie and a dental emergency care program.

On the Season; Browning, R. H., and T. J. Northcutt, Jr., Florida State Board of Health, Jacksonville, 1961.

This monograph "reports the findings of a five-year project concerned with the development of health services adapted to the social and cultural characteristics of farm migrants." The project took place in Palm Beach County, Florida, and was conducted by the Health Department in that county.

"Puerto Ricans in a Small U.S. City;" Kluman, L. V., et al., Public Health Reports, Vol. 81, April, 1966.

An unusual study in that its purpose was to help train Peace Corps volunteers to Latin America. The volunteers collected a great deal of information on health and related problems of a group of Puerto Ricans, formerly migrants, who had decided to settle in Massachusetts.

"The Role of the Health Department in Providing Day Care and Health Services for Children of Migrants;" 1962. ERIC ED 002 627

Planning and organization of health services for children and evaluation of the programs are presented. Suggestions for improvement of the program were: to have earlier dental inspection, and to obtain consent slips for immunization when the program coordinator visited the family concerning the enrollment of children in the day care program.

"A School Health Program for Children of Seasonal Agricultural Workers;" Uhde, M., and S. E. Dougherty, Journal of School Health, Vol. 35, Fall, 1965.

A comprehensive article dealing with the planning and implementing of a complete health program for migrant children.

Society and Health in the Lower Rio Grande Valley; Madsen, William, Hogg Foundation for Mental Health, Austin, Texas, 1965.

This report was based on the findings of the Hidalgo Project on Cultural Change and Mental Health. Emphasis is placed on the cultural characteristics of Mexican agricultural workers in this area.

Subcommittee on Migratory Labor, Entry #8952, MCUSGP, July, 1968.

The Migrant Health Program, featuring current operations and additional needs, prepared for the Subcommittee on Migratory Labor. (MCUSGP)

Subcommittee on Public Health and Welfare, U.S. Congress, House Hearings on H.R. 15758, 90th Congress, Serial No. 90-36, PAIS, 1968.

The Subcommittee on Public Health and Welfare reports on regional medical programs, especially concerning health services for domestic agricultural workers. This bill is an extension of the Public Health Service Act to provide broader coverage for migrants. (PAIS)

"Texas State Department of Health Migrant Project. Annual Report;" 1966. ERIC ED 013 680

In the state of Texas approximately 167,000 agricultural laborers migrated during 1965, usually following four migration patterns. Seven public health nurses provided health services to these migrants in the form of immunization programs, tuberculin testing, and follow-up services. Twenty-two approved migrant health projects are listed according to addresses and services. Appendices which contain pertinent forms used in various migrant programs conclude the report.

MIGRANT PROBLEMS

"Bad to Worse: Crackdown on Migrant Worker Camps May Rock the Slums;" Fischer, Norman, Wall Street Journal, Vol. 170, April 22, 1967.

An examination of housing for migrant workers on Indiana farms reveals that conditions are substandard. Attempts to enforce federal standards may well speed the trend toward mechanized farming which will, in turn, speed the exodus from the farm to the urban slums--thus accentuating an already severe problem. (ERA)

"Bilingual Education in Nevada;" 1968. ERIC ED 017 387

Programs of bilingual education, supported by federal grants, are presently attempting to alleviate language and cultural experience deprivations in the minority ethnic groups of Nevada. Most of these families are economically deprived and lack American cultural experience.

"Boycott Seeks to Aid Grape Workers;" Watson, M. L., Christian Century, Vol. 85, June 5, 1968.

Describes the squalor and misery of the migrant and discusses why a boycott of California grapes will help their situation by forcing growers to accept unionization.

"Bracero Politics: A Special Report--No Dice for Braceros;" Turner, William, Ramparts, September, 1965.

The problem raised here is that of the American domestic agricultural worker against the Mexican migrant worker within the context of the political situation in California.

"Characteristics of Farm Workers as Related to Stabilization of the Work Force;" Metzler, William H., 1967. ERIC ED 002 414

Problems of the migrants include their lack of desire to learn new skills and to adjust to new situations, their need to migrate to find employment during certain off-seasons, their prejudiced attitude toward jobs mainly performed by foreign or colored workers, their tendency to leave a job when undesirable conditions occur, their lack of private and adequate toilet facilities in the fields, their habit of working sporadically, and their preference not to settle. Solutions to the problems of these migrants include an educational program stressing versatility, retraining, stabilization, and public relations. Labor contractors should give job preference to local people; teachers should try to raise the goals of the children of migrant parents.

"Charity Ends at Home;" New Republic, Vol. 156, Feb. 18, 1967.

A short summary of how local landowners blocked the building of a modern migrant camp that was to be built at Vineland, New Jersey. It was to be financed by the New Jersey Office of Economic Opportunity and the federal OEO. The landowners feared that unionism and lack of personal control of workers by individual farmers might transpire.

"Concern for Agricultural Migrants in Maryland;" 1967. ERIC ED 002 355
Problems, progress, and activities of the agencies and organizations of the Maryland Governor's Committee for Migratory Labor are presented. Tables accompany sections of the report showing: school enrollment, migrant recruitment according to age, sex, and race (native and Puerto Rican), economic loss by hospitals caring for migrants, and crime and accident statistics.

"Dear Fellow Americans?" Gulmon, Lynn, 1967. ERIC ED 002 643
The housing, work, health, and schooling conditions of Colorado migrant workers and their children are presented. It was suggested that migrant workers receive guaranteed wages and part pay when unable to work because of weather conditions. School personnel went to the homes of migrants and tried to persuade parents to send their children to school. The school session was six weeks long.

"A Desk for Ignacio;" Harnishfeger, L., Ohio Schools, Vol. 43, April, 1965.
The migrant solves the problem of the immediate labor problem, but plays havoc with the local school system. This is an account of how a small town in Ohio deals with this problem.

"Disadvantaged Newcomers to the City;" O'Hara, J. M., NEA Journal, Vol. 52, April, 1963.
Suggests a number of the values that the usual migrant brings with him to the school and how these might be dealt with. Not to take account of the different values makes a bad situation for all concerned.

"Farm Workers on the Fringe;" Hartmire, W. C., Christian Century, Vol. 81, July 29, 1964.
A number of migrants are now settling down to become permanent residents of an area, but this is being forced on them due to lack of work--and in any case does not make them economically better off.

"Good Housing Attracts Good Workers;" Agler, L. M., Employment Service Review, March, 1964.
A discussion concerning the general housing conditions for migrant farm workers and migrant labor camps law in Illinois. (ERA)

The Ground is Our Table; Allen, Steve, Doubleday and Co., New York, 1966.
An account of the migratory laborer primarily in the Pacific Southwest and the nearly intolerable conditions under which he must live. Allen indicts the agricultural business' interests for the present plight of the migrant and suggests ways of correcting the present abuses. (BRD)

"The Have Nots;" Gulmon, Lynn, 1967. ERIC ED 002 619
Migrant children are deprived in the areas of education, opportunity, acceptance by peers, desire to attend school, and parental concern about education. A special summer school session was held to meet the needs of migrant children. Children were divided into five class sections according to age level and achievement level. The migrant children were unable to work by themselves or in groups. They had

poor attention spans and lacked knowledge of how to play. They had very little training in obedience. Great patience was required of teachers who worked with them.

"An Identification of Migrant Problems;" Para, Gladys, 1964. ERIC RC 000 667
Discusses the problems encountered by migrants and those who work with migrants. Topics include education levels, child labor laws, day care services, financial support during nonagricultural seasons, health, and housing.

"Implications of Spanish-American Culture on Family Life;" Valdez, Bernard, 1967. ERIC ED 002 629
Family patterns and rules of Spanish-Americans and implications of transference of folk culture to an urban setting are analyzed. When such a family moves to an urban setting, its beliefs and mores are shattered. It is emphasized that when the parents can bridge the cultural transition and hold their marriage together, the children usually succeed in making the adjustment also. The charge is made that social agencies should therefore concentrate on strengthening family life of Spanish-Americans rather than devoting all their attention to detention, correction, and rehabilitation.

"Insurance to Protect Migrant Workers;" Frank, W. S., Employment Service Review, June, 1966.
The complexity of the problems of trying to implement the insurance provisions of the Farm Labor Contractor Registration Act as applied to migrant labor is discussed. (ERA)

"Jalopy Nomads;" Carter, B., Reporter, Vol. 30, May 7, 1964.
A moving account of the legal, social, and economic problems of migrants who have not found employment long enough to establish legal residence in a given area.

"Legal Disadvantages of Migratory Workers;" Givens, R. A., Labor Law Journal, September, 1965.
A consideration of special federal programs, or pooling of state programs, in fields of unemployment compensation and worker's compensation. Their programs are then suggested as avenues for legislative relief of the plight of migrant workers. (ERA)

"Manana is Today;" Campa, Arthur L., 1967. ERIC ED 002 656
The philosophy that guides society is determined to some extent by the interpretation given to the present, past, and future. New Mexico is inhabited by two groups of people with a different understanding of life, who are both striving to live peacefully with each other The Anglos' romanticism is based upon the future, the present being a preparation for that future. The past is gone. The Mexicans have based their romanticism on the reality of the present and its relation to the past. The future is attacked with a fatalism which expresses a remoteness missing from "tomorrow." They never put off for tomorrow what can be enjoyed only today.

Machines Take Over Bracero Job;" *Business Week*, Jan. 8, 1966.
Specifies in what crops and to what extent the machine will take over in agriculture. The prediction is that some 80% of the work formerly done by "braceros" would, in the future, be done by machine.

Mexican-American Laborers: A Different Drummer?" Follows, M., *Massachuetts Review*, Vol. 8, Winter, 1967.
There are two themes in this article: 1) The attempt by the majority of native Americans to raise the poverty level of Mexican-Americans to retain their own cultural identity.

Mexicans in the United States: A Problem in Social Differentiation;" room, Leonard, and Eshref Shevky, 1967. ERIC ED 002 622
Analytic, empirical approach to the study of Mexicans in the United States is presented. The approach involves a series of research tasks. The first set centers on differentiating the population with regard to its sources and migrations history. The second focus involves the differentiation of the population according to its current socio-economic status, urbanization, and acculturation to American norms. The third task is a determination of the ways in which established differentials operate to produce varying modes of cultural and institutional isolation or functional integrations.

Migrant Farm Labor in New York State;" 1967. ERIC ED 002 339
Seven New York State Departments work together to see that the migrant is treated fairly and humanely in the areas of health, housing, child care, education, labor conditions, safety, and employer-employee relations. The agencies work with a body of state law which is updated and improved from year to year. Supplementary to these services is the work of the Governor's Advisory Council, representing growers, religious groups, civic groups, and private groups.

he Migrant Farmer; Coles, Robert, Southern Regional Council, Atlanta, 1965.
Coles investigates the lives of migratory farm workers. Particular attention is given the psychological problems which confront these people due to their mobile lives.

Migrants in the Promised Land;" Conway, J. F., *America*, Vol. 115, Sept. 10, 966.
Describes the migrant labor situation in Utah and how it differs from other states in having the state legislature dominated by the small, independent Mormon farmer.

Migrant Workers Harvest New York's 'Grapes of Wrath';" Dreifus, C., *Retail, holesale, and Department Store Union*, Vol. 14, Nov. 26, 1967.
The poor conditions under which migrant workers and their families live and work in New York State are described. (ERA)

Migratory Agricultural Workers in the United States;" Jorgenson, Janet ., *et al*., Grinnel College, Iowa, 1961. ERIC ED 002 492
Constant strain to earn a living is the main contributing factor to the plight of the migrant. Ways to better the situation of the migrant include the work schedule system of the Annual Workers Plan,

the work of church associations, and legislation. The program in Muxcatine, Iowa illustrates how cooperation between industry, church, and community can result in a comparatively successful migrant community.

"Migratory Labor in Colorado;" 1967. ERIC ED 002 409
Developments from 1950 through 1960 are traced concerning migratory labor in Colorado in the areas of employment, wage rates, minimum wage legislation, employment of Mexican Nationals, education, health, housing, sanitation, welfare, unemployment compensation, workmen's compensation coverage, and the licensing and regulation of labor contractors and crew leaders. Funding and enforcement of regulations are the major obstacles to fulfillment of goals for improving the living, traveling, and working conditions of the migrants. It was recommended that the present summer school program for migrant children be expanded. Tables show wages paid, and welfare expenditures.

"Minister Who Follows the Migrants;" Cope, M., Saturday Evening Post, Vol. 237, Jan. 4, 1964.
The story of Frank Reyes, Baptist minister and special minister to migrants appointed by the National Council of Churches. Reverend Reyes describes the ways he has attempted to aid the migrant in solving his main problems, lack of education, bad health habits, and lack of work cohesiveness. He also notes the danger of such work. The following timely sentence is quoted to summarize his work: "He is outraged by the fact that a nation which spends billions on foreign aid scarcely lifts a finger to wipe out the misery of people who tend American soil, that a nation which regulates interstate commerce takes no interest in interstate children."

"Miserable Migrants;" America, Vol. 108, March 23, 1963.
A short comment on the general plight of the migrants, and a lament that Congress sees fit to do so little about it.

"The Movement of Spanish Youth from Rural to Urban Settings;" Barret, Donald N., and Julian Samora, 1967. ERIC ED 002 539
The analysis deals with: deomgraphic, historical, and cultural background factors; and the housing, family life, and educational and economic participation of Spanish-surname, non-Puerto-Rican people in five southwestern states. Conclusions are based on an examination of existing literature, a survey of expert opinion, field checks of selected aspects, and a demographic investigation.

"New Jersey Farmers and Migrant Housing Rules;" Hogarty, Richard A., Bobs-Merrill Co., Inc., Indianapolis, 1966.
A description of how community leaders as well as New Jersey officials sought to improve the living conditions of the migrant agricultural laborers. (PAIS)

"Next Move for the Migrants;" Scholes, William E., 1966. ERIC RC 000 688
Outlines progress made in solving migrant problems and presents problems yet to be solved. Emphasis is on church-connected programs and activities.

"Our Brother the Migrant;" Cocker, J. L., Christian Century, Vol. 82, Sept. 29, 1965.
A former teacher of the socially deprived, including the migrant, tells of her four summers of actually living with the migrant. The point is to show where the domestic "peace corps" could do a great deal to help the migrant situation.

……

"People in the Plastic Houses;" Fortune, Vol. 73, April, 1966.
A brief discussion of the use of pre-fabricated plastic material for construction of temporary housing. It is known as a "Plydom Structure." Each unit costs approximately five hundred dollars.

"A Planned Community for Migratory Farm Workers: A Proposal for a Demonstration Project;" Percy, Allison, 1967. ERIC ED 002 351
The purpose is to design a planned community housing, health facilities, orientation and educational facilities, job placement facilities, and social, recreational, and commerical facilities. The planned community would provide safe, sanitary and decent shelter; it would provide opportunities to implement stabilizing job-placement practices. Social agencies and teachers would have a base from which to begin the work of orientation and education to enable the migrant to find a productive and stable place in the economic and social life of the community. Graphs interpreting statistics and letters of expressions of interest are included.

"Plight of Migrant America;" Ogle, A., America, Vol. 115, July 9, 1966.
The author terms the migrant laborer in this country "our twentieth-century slave labor" and a problem which we have not yet honestly faced. She cites a number of statistics and facts to make her point.

"Promotion and Moving;" Snipes, W. T., Elementary School Journal, Vol. 65, May, 1965.
This article does not deal with the migrant specifically, but is a study demonstrating that those in our society who move about are in an unfavorable position regarding retention and promotion in the schools.

Reality, Responsibility, and Respect in the Education of Children from Families Who Follow the Crops; Heffernan, Helen, California State Department of Education, Sacramento, 1964.
The interrelatedness of the education, nutrition, health, housing, clothing, social customs, and housing problems of the migrant child are discussed with the point of view being to show their importance and the effect of their lack on a child's development. Further discussion takes up the effect of these factors upon the child's personality development and his adjustment to a different cultural setting.

"Remembering Forgotten Americans;" Loyd, C., NEA Journal, Vol. 56, December, 1967.
An account of how Leoti, Kansas is attempting to handle the sudden and large influx of migrant workers who decided to settle in that town. Language, health, and other problems are described.

"Report and Recommendations of the Conference on Families Who Follow the Crops;" Wood, Mrs. Wilson W., 1967. ERIC ED 018 316

This document contains the proceedings of a conference concerning migrant problems. Reports and recommendations are presented from various workshop committees on such topics as migrant youth, agricultural economics, health and medical services, education of youth and adults, housing and community development, consumer economics and legal aid, and community involvement.

"The Rural Worker in America;" "The Rural Worker in the Years Ahead;" *Monthly Library Report*, Vol. 91, June, 1968.

A special section, which covers collective bargaining, migrants, unionization, and rural-to-urban readjustments: *Collective Bargaining on the Farm*, by K. S. Zoziara; *The Migratory Farm Worker*; *La Huelga! Delano and After*, by I. J. Cohen; *Obreros Unidos in Wisconsin*, by M. Erenburg; and articles relevant to other types of migration problems. This series is especially valuable in that it sets forth the characteristics of the migrant worker and his situation, and then studies in depth the whole range of problems dealing with unionization of farm workers.

"A Selected Bibliography: Health and Culture of Spanish-Speaking Migrant Labor;" Department of Sociology-Anthropology, Colorado State University, Fort Collins, October, 1966.

This bibliography, designed with the health practitioner in mind, contains references that deal with practitioner-patient relationships across cultural and linguistic barriers, and special information on minority health problems.

Social and Attitudinal Characteristics of Migrant and Ex-Migrant Workers--New Mexico, Colorado, Arizona, and Texas; Ulibarri, Horacio. ERIC ED 011 21

The purpose of this research report was to collect sociological data on the attitudinal orientation of migrant workers. Conclusions were drawn that 1) the sample showed present-time reward expectations in all areas, 2) great timidity and passivity was shown in the areas of education, health, and economics, 3) satisfaction was shown in family life although the nuclear family had in most cases replaced the traditional extended family, 4) they were futilitarian about the education of their children, 5) they showed tendencies of resignation to their economic status, and 6) the sample showed definite ethnocentric tendencies.

The Social Problems of Migrant Farm Laborers; Brooks, Melvin S., Southern Illinois University, Carbondale, 1960.

A study of the migrant situation in southern Illinois. Detailed information is given covering income, mobility, health, aspirations, plans, attitudes, family composition and, most important, the education of the children of the migrant families.

A Study of Migrant Education; Manis, Jerome G., Survey Findings in Van Buren Co., Western University Press, Kalamazoo, Michigan, 1958.

This is a report of characteristics and conditions of migrant workers and their families. Emphasis is placed on educational background and achievement of the group under survey.

They Follow the Sun; Koos, E. L., Florida State Board of Health, Jacksonville, 1957.
A research study of migrant farm workers and their families. Covers characteristics of migrants, their problems, and possible programs for improvement of their conditions.

They Harvest Despair; Wright, Dale, Beacon Press, Inc., Boston, 1965.
Mr. Wright traveled from early spring to late fall, from Florida to New York, with the migrant workers. The story he tells is that the migrants feel bitterness, resentment, unhappiness, and, in general, a futility in their existence of being cut off from the rest of humanity. (BRD)

"Third Annual Conference on Families Who Follow the Crops;" 1962. ERIC ED 002 620
There were six groups whose deliberations were reported. Their areas of interest included education, health, child care, housing, employment, and community development.

"To the Rear, March!" Beecher, John, *Ramparts*, September, 1965.
With excerpts from two Congressional hearings, a case is built that the plight of the migratory agricultural worker is getting worse instead of better.

"TRB from Washington;" *New Republic*, Vol. 160, April 5, 1969.
A very brief discussion of the deplorable condition of migrant camps in Collier County, Florida. The natives took a very negative attitude toward the migrants. The area was chosen as one of the counties to be investigated for the hunger problem by Sen. McGovern of South Dakota.

'Vagabond Kings;" *Reporter*, Vol. 28, May 9, 1963.
A frustrating report on the lack of effort and support to have the legislative program of Sen. Williams of New Jersey passed. Sen. Williams had proposed a series of legislative bills to aid migrants. However, the farm lobbyists stifled his efforts. The proposed Williams program is outlined.

'Vamanos al Norte (Let's Go North): A Social Profile of the Spanish-Speaking Migratory Farm Laborer;" 1967. ERIC ED 002 618
Major problems related to the migrant workers were in the areas of unsatisfactory recruitment practices, language handicaps, poor working conditions, poor housing and sanitation, lack of health services, and consequent disease and illness, unsafe transportation, poor educational and child care programs, the same conditions and hours for women and minors and for men, and negative community attitudes. The conclusions made were: that children suffer the most under the social system of the migrant laborers, because their only source of experience and learning is a distorted pattern of life.

'Where Braceros Once Worked;" *Business Week*, Jan. 16, 1965.
The answer to the government's policy to prohibit bracero labor is, concludes this article, more mechanization. American labor doesn't like the work and in any case demands more money for the work.

MIGRANT WORKERS

"American Farm Laborers Displace Braceros;" Christian Century, March 8, 1967.

In two separate comments it is noted that the American workers who supposedly are to replace the braceros cannot really do this work at all well and that, in any case, more braceros are coming into the country than officially reported.

"Another Extension: Importation of Mexican Workers;" Commonweal, Vol. 79, November, 1963.

A short article advocating the repeal of P.L. 78 in order to protect American migrants. Congress refused to do so.

"As the Braceros Leave;" Leary, Mary Ellen, Reporter, Jan. 28, 1965.

A discussion of the influence that the repeal of P.L. 78 (to ban the mass importation of Mexican braceros into the U.S. in order to protect native workers) has had upon the production of "low-growing crops" in California.

"Battle Over the Braceros;" Business Week, Jan. 9, 1965.

A look at the labor situation in California after the bracero program was cut off. The absence of available and willing American labor made the situation acute.

The Birmingham News, Nov. 3, 1968.

The article tells about the migrant workers harvesting the tomato crop on Chandler mountain. Some statistics that apply to Blount, St. Clair, and Etowah Counties are presented.

"Bracero Boomerang;" Bylin, James E., Wall Street Journal, Vol. 169, March 9, 1967.

A survey of what has happened as a result of what was supposedly action to end the bracero program in the U.S. The point is that the braceros are still coming.

"California's Grape Pickers Will Soon be Obsolete;" Roysher, M., and D. Ford, New Republic, Vol. 158, April 13, 1968.

Research work that was done at the University of California on the planned production of mechanical machines to harvest grapes and tomatoes. These machines have been designed for both crops (table grapes, the exception). The authors predict that mechanization will 1) be the deathblow to the grape workers union, and 2) reduce labor costs from $20 to $5 an acre.

[Reply to article concerning California grape pickers--with rejoinder by authors] Johnson, W., New Republic, Vol. 158, May 18, 1968.

Mayor Johnson of Berkeley, California claims that the article of Roysher and Ford (above) is misleading. The automation process described earlier would not replace the pruners but would substantially replace harvesters. In reply, Roysher and Ford pointed out that the pruners were in a vast minority among grape workers and that even their jobs might become extinct.

"The California Migrant Farm Worker, His Family, and the Rural Community;" 1969. ERIC ED 023 507

The provision of housing facilities and child day-care centers for migrant workers has in many cases produced problems among migrant workers and the communities concerned. This monograph presents the findings of an exploratory study conducted during the first year of a proposed three-year study which will attempt to identify, analyze, and understand the various divergent perspectives of migrants and the rural communities in which they are found.

"Children and Youth of Domestic Agricultural Migrant Families;" Kurth, Anne, reprinted from *Children and Youth in the 1960's*, U.S. Department of Health, Education, and Welfare.

Crew members who make up the migrant group usually operate under a crew leader. Crew leaders contract work, arrange housing, supply transportation, and provide other services for the migrant and his family.

"*Delano: The Story of the California Grape Strike*, by J. G. Dunne;" Review, Duberman, M., *New Republic*, Vol. 157, Dec. 2, 1967.

This article is similar in nature to several that have been annotated concerning the grape strike. However, the history of the labor supply for the grape farms is traced in detail back to the opening of the agricultural revolution in the San Joaquin Valley of California by Yugoslav immigrants during the 1920's. The author also gives a review of John G. Dunne's book *Delano*, an analysis of the grape strike.

[Reply to J. G. Dunne's review by Duberman (*New Republic*, Dec. 2, 1967)] Kircher, W. L., *New Republic*, Vol. 158, Jan. 6, 1968.

A rebuff of Duberman's article (summarized above). His main contentions are: 1) that the Agricultural Workers Organizing Committee (AWOC) of the AFL-CIO initiated the Delano strike; 2) that the strike has been heavily financed ($2 million) by the AFL-CIO. Kircher claims that Duberman had misinformed the public concerning these points.

"Economic, Social, and Demographic Characteristics of Spanish-American Workers on U.S. Farms;" Friend, R. E., Agricultural Report No. 27, U.S. Department of Agriculture, 1963.

An overview of all Spanish-American farm labor in the U.S., 40% of which is, according to this report, migratory. How much the laborers earn, how many days they work in a year, and a sex and age breakdown are give.

"Farm Union Reaps First California Victory;" *Business Week*, April 16, 1966.

A short history of how Chavez and his backers got union recognition in California's vineyards.

"Farm Vote; Vote o[illegible] Union to Represent Them in California;" *Newsweek*, Vol. 68, Sept. 12, 1966.

An analysis of the contest between the NFWA--AFL-CIO alliance of Chavez and their opponents, the Teamsters' Union, who also wanted to infiltrate into the farm labor ranks. The place of the contest was the Di Girgio Corp. grape ranch. The Chavez group won the election, thus paving the way for agreement with other growers.

"Grape Strike;" Vizzard, J. L., Commonweal, Vol. 84, May 27, 1966.
A letter to the editor by Rev. James Vizzard. He notes that some of the growers had recognized and offered contracts to the workers belonging to the National Farm Workers Association. Second, he urged that migrants be given the right by Congress to bargain collectively with the growers on a national basis through an extension of the coverage within the National Labor Relations Act.

"Green Valley Isn't So Jolly;" Compton, N., New Republic, Vol. 159, Sept. 7, 1968.
A detailed description of the working conditions and social climate of migrants in the Lakina Valley of Washington. Little change toward progress was expected. The nearest thing to the Delano movement was the establishment of the United Farmworkers Cooperative at Toppenish, Washington. However, due to organized political-economic opposition, it has had little success.

The Harvesters: The Story of the Migrant People; Shotwell, Louisa R., 1961. ERIC ED 012 626
This book, describing the migrant world, was written to 1) portray the complex setting in which migrant families of different ethnic backgrounds live and work, 2) identify the issues their migrancy raises for themselves, for the communities, and the states that recruit their labor, and for the national economy, and 3) attempt a prediction of what lies ahead for them.

"I.L.D. and Social Security for Foreign and Migrant Workers;" Cruetz, H., International Labor Review, Vol. 97, April, 1968.
The ILD's efforts to ensure protection for migrant workers has concentrated on international standards for equality of treatment. This article gives the chief recommendation and conventions covering various categories of workers. Areas of cooperation with other international groups are also given. (ERA)

"Labor Comes to Life in the Grapefields;" New Republic, Vol. 154, April 23, 1966.
A short article describing the march of grape workers from Delano to Sacramento. The events surrounding the march, which eventually led to nationwide support of the movement to boycott the grape owners of the nation, are also covered.

"La Huelga Becomes La Causa;" Meister, D., New York Times Magazine, Nov. 17, 1968.
A comprehensive article tracing the development of and the reasons for the grape-growers' strike led by Chavez. 1) The movement began as an economic effort and was localized within California. 2) The economic support got a tremendous boost when Walter Reuther, AFL-CIO, gave support to the movement. 3) The movement then became politically involved with the support of Sen. Robert F. Kennedy. 4) It then evolved into a humanitarian movement based upon the methodology of the

non-violence ethic of Rev. Martin Luther King. 5) Finally, Chavez hopes the movement will spread to farm workers on a national level.

"Latter-Day Serfs;" Commonweal, Vol. 77, Feb. 8, 1963.
Two points are stressed: 1) The repeal of P.L. 78 until better wages are paid (Congress did not repeal it). 2) The advocacy of a program to be passed by Congress to economically aid all migrants, native and foreign.

"March of Migrants;" Life, Vol. 60, April 29, 1966.
The story of the movement of striking grape picker workers led by Chavez. A progress report on their efforts to have the National Farm Workers Association recognized is discussed. Also considered was the march upon Sacramento to present their grievances to Gov. Reagan of California.

"Migrant Crews in Eastern Maryland;" Shostock, A. L., Employment Service Review, Januazry/February, 1965.
A general survey which includes findings concerning size and composition of migrant crews. Also analyzed are such things as migrant leadership, recruitment, transportation, organization, supervision, financial arrangements, interpersonal relationships, and general attitudes. (ERA)

"Migrant Labor: A Form of Intermittent Social Organization;" Friedland, William H., and D. Nalkin, ILR Research, Vol. 13, November, 1967.
Findings of a pilot project in migrant labor research in New York State include information on the character and culture of the participants, the organization of crews, of work, and of labor camps. Also discussed are payment methods and the sociological aspects of the "Migrant Culture." (PAIS)

"Monopoly in the Vineyards: The 'Grapes of Wrath' Strike;" Degnan, J. P., Nation, Vol. 202, Feb. 7, 1966.
An analysis of the Delano grape strike. This article goes into detail on the following points: biography of Chavez, the organization of the strike and its support by AFL-CIO, how the movement became a nation-wide boycott, and why the "land monopolists" of California are so vehemently against the movement.

"New Grapes: El Teatro Campesino;" Newsweek, Vol. 70, July 31, 1967.
An amateur dramatic group of Delano grape workers. Their primary purpose is to dramatize the lives and problems of the workers through skits and thereby, hopefully, not only keep their movement unified among themselves, but to gain sympathetic support from influential outside sources.

"Nonviolence Still Works: UFWOC;" Chavez, C., Look, Vol. 33, April 1, 1969.
An interview with Chavez, leader of the United Farm Workers Organizing Committee. The history of the movement is traced, and the philosophical foundation of the grape-strike movement of nonviolence is analyzed.

"Now They Walk With Us: Texas Pickers;" Newsweek, Vol. 68, Sept. 12, 1966.
The description of a movement to organize the migrants of Texas. It was similar in some respects to the California movement. However, it drew its main support for leadership from a coalition of Protestant and Catholic churchmen. The movement was not supported by Governor Connally.

"Poverty Spurs Ecumenism" and "Wirtz on Farm Labor;" America, Vol. 112, April 10, 1965.
Two comments on migratory labor, the latter applauding Wirtz' stand to end the bracero program and the former describing how the Protestant and Catholic churches have worked together in Michigan to help the migrant.

"Remembering the Forgotten People;" Credit Union Management, Vol. 30, September, 1965.
Describes how the credit unions are helping the migrant worker by extending him credit to buy now, pay later. The migrant has generally been denied such credit.

"Reports and Recommendations of the Consultation on Services to Children in the East Coast Migrant Stream;" 1968. ERIC ED 013 673
Reports and recommendations were presented from interest and work groups and the conference concluded with a recommendation that several program guides be submitted to the OEO. The group consisted of migrant workers and community leaders.

"Report on Our Migrant Workers;" America, Vol. 114, March 12, 1966.
A short appraisal in terms of overall statistics of what the immediate consequences were for workers and growers of the stopping of the bracero program.

"Schenley Surrenders;" Christian Century, Vol. 83, April 27, 1966.
An editorial comment on the victory of Chavez over the great vineyard owners. A prediction that this will be a landmark in the migrant struggle. It views the support of the various churches in America squarely behind the migrant.

"Stoop Labor;" Commonweal, Vol. 81, Feb. 5, 1965.
An article analyzing the farm conditions in California that resulted from the repeal by Congress of P.L. 78. The hourly wage was increased to $1.40 per hour. However, the growers complained that the native Americans were not as efficient or as dependable as their Mexican counterparts.

"Strike! California's Grape Pickers;" Dunne, J. G., Saturday Evening Post, Vol. 240, May 6, 1967.
A description of the Delano strike. The richest industry in the U.S. is known as "agribusiness" and is valued at $3.8 billion annually. 37% of the fruits and vegetables grown in the U.S. are produced in Central Valley, California. Further description includes the geography and social conditions of Delano, the basic work grievances, the strikers, and the philosophical aspects of the strike and its resemblance to the civil rights movement.

"The Strike of the United Farm Workers Organizing Committee in Delano, California: Background and its Relationship to Legislative Efforts to Organize Farm Workers;" Guy, Kent, Library of Congress, Legislative Reference Service, Washington, D.C., Sept. 20, 1968.
This research paper traces the history and development of the Delano strike and its effects on other organized labor efforts.

"A Study of Migrant Workers in Southwest Oklahoma;" Tinney, Milton W., 1965. ERIC ED 020 028
A study of migrant workers in five southwestern Oklahoma counties was conducted in 1964 by the Oklahoma State Employment Service. Little correlation was found between the ages of migrant children and grades in school, due to family movements and varying school vacation practices. The outlook for the future indicated that growers and ginners expected a decline in the need for migrant labor, thus necessitating changes in methods of livelihood on the part of most migrants.

"Victory at Delano;" America, Vol. 114, April 23, 1966.
An editorial praising all of those who helped achieve recognition of the migrant workers' demands in California.

"Viva la Huelga!" Davis, T. N., America, Vol. 114, April 23, 1966.
A first-hand account of the Mexican-American workers' strike and march in California. Written from the point of view of the worker.

"Viva la Huelga!" Newsweek, Vol. 67, April 18, 1966.
Describes the growth and purpose of the NFWA, the march to Sacramento, the activites of Chavez, and the support of the movement by liberals.

MIGRANTS (GENERAL)

"Children and Youth of Domestic Agricultural Migrant Families;" U.S. Department of Health, Education, and Welfare, Public Health, 1960 (reprint).
This is a survey paper reprinted from "Children and Youth in the 1960's," a bulletin issued by the 1960 White House Conference on Children and Youth. It analyzes family life, community life, education, health, and employment of migrants.

"Children of Neglect: A Plea;" Stern, P. M., Parents' Magazine, Vol. 42, January, 1967.
An article on the general plight of the migrant. A few of the important bills in this area are discussed, but a plea is made to write the local congressmen for more aid.

Committee on Rules and Administration, Entry 4820, Senate Reports, U.S. Government Publications, April, 1968.
Study of migratory labor. A report from the Committee on Rules and Administration. One of two Senate committees dealing with migratory labor. This committee seems to be the least active of the two, but the proceedings are recommended for background reading.

April 1967	Entry No. 6080, Senate Reports
March 1966	Entry No. 4207, Senate Reports
1965	no report
March 1964	Entry No. 4539, Senate Reports
April 1964	Entry No. 6471, Senate Reports

Community Action Programs, Entry No. 14528, October, 1966.
Migrant worker programs in rural community action. Migrant programs can promote education and training, improved working conditions, housing, and community understanding. (MCUSGP)

"A Demographic Study of Delaware's Migrant Population: A. The Flow of Migrant Labor; B. The Migrant School Child;" March, 1969. ERIC ED 023 522
This study traces the flow of the migrant population from place of origin through their work period in Delaware and back to their place of origin. It also describes the educational needs of migrant workers' younger children in juxtaposition to what state educational services were available. Five case studies of migrant children conclude the report.

"Faces from the Past;" Ketchum, R. M., *American Heritage*, Vol. 14, August, 1963.
No statistics are cited, but the tale of the migrant is told, or at least summed up, in historical fashion in this article.

"From Their Hands a Feast;" Morales, H., *American Education*, Vol. 1, November, 1965.
An often-quoted account of the plight of the migrant, his needs, and how ACD (Action for Community Development) can help the migrants directly.

"The Migrant Worker: A Changing Way of Life;" Walsh, James F., *Catholic Charities Review*, Vol. 51, November, 1967.
A humanitarian effort by the Catholic Social Service of South Bend, Indiana, to help the migrants. The program was eventually supported by a cross section of the community. The goals were to provide food to ease malnutrition, to give medical aid, and to provide for remedial schooling for the children and basic literacy training for adults.

"The Migrant Workers;" *Facts and Issues*, No. 328, 1968.
A descriptive overview of the plight of the migrant agricultural worker in the U.S. as seen by the League of Women Voters.

"Migrants' Directions, '67;" Conway, J. F., *Catholic World*, Vol. 205, April, 1967.
An overview of the migrant situation in recent years, detailing some of the more important federal legislation and help from the churches. The thesis is that in the long run, we would do best to aim outside help toward those programs that help that migrant to help himself.

"New Approach to the Migrant Problem;" Sartain, G., *International Journal of Religious Education* (Spectrum), Vol. 40, July, 1964.
The migrant's situation is changing, but too often for the worse. An outline of what the position of the church should be and how all of the churches can help the migrant.

Ohio Conference on Migrant Education; Ohio State Board of Education, Columbus.

This booklet includes presentation of three speakers for a 1968 seminar whose purpose was to identify some problem areas in migrant education and to consider solutions to these problems. Topics discussed included social and educational disadvantages of migrant children, problems of teaching, special instructional methods, and the language difficulties of migrant children.

The President's Committee on Migratory Labor, No. 13, U.S. Government Publications, 1956.

Though an old report, its significance lies in that it is the first comprehensive report to the upper echelons of the federal government concerning the migrant. It contains material ranging from State Migratory Committees to suggestions for laws on vehicle transportation of migrants and tax deduction information for farm labor employers. Much of what was recommended in this report is just now being passed into law.

"Revolution is Not Coming. It is Here;" Tolin, R. L., Saturday Review, Vol. 51, Aug. 17, 1968.

A documented survey of the contemporary scene concerning the migrant worker. Economic and social statistics are given along with the seasonal migration routes. The future for the migrant is given some consideration.

The Slaves We Rent; Moore, Truman, Random House, Inc., New York, 1965.

This book is divided into three sections, the first describing the life of the migrant today, the second the history of the migrant problem, and lastly a review of what the "do-gooders," the labor unions and the federal government, are doing to help the migrant--which is not much. The essence of this book appears in Atlantic Monthly, May, 1965, pp. 109-22 under the title of "Slaves for Rent." Further discussion, also in this magazine, appears in the July and August 1965 editions. (BRD)

"Still the Harvest of Shame;" Bennett, F., Commonweal, Vol. 80, April 10, 1964.

Two broad themes are presented: 1) A historical survey of the migrant and the efforts to aid his condition; 2) an analysis of laws that have been presented to improve the migrants' condition (under several categories).

"Stoop Labor Furor;" Senior Scholastic, Vol. 86, May 6, 1965.

An overview of the migrant labor situation in 1965; the economic plight of the migrant, where he worked, what the state and federal governments were doing for him, and a brief resume of the effects of the ending of the bracero program.

Traveler/ El Viajero; Office of Economic Opportunity, May, 1967.

A newsletter, first published in November, 1966, for the purpose of keeping the migrant and seasonal farm workers up-to-date on events directly concerning them. Published four times a year in both Spanish and English.

"A Unified Approach to Migrant Services;" Garritz, M., Employment Service Review, January/February, 1965.

A plan calling for close cooperation among church groups and public and private agencies whose aims are to help the migratory worker is described. (ERA)

Wandering Workers; Heaps, Willard A., Crown Publishers, Inc., New York, 1969.

Though this book is written for the high school student, it serves the purpose of getting across the misery and despair of a significant segment of the American population. It is based on taped interviews of migrants in a number of states throughout the country. (BRD)

MIGRATION AND MIGRATION PATTERNS

"Army of Despair: Migrant Worker Stream;" Segalman, Ralph, Educational Systems Corporation, Washington, D.C., 1968.

The migrant stream starts out from Southern California, from Texas, and from Florida, and flows as it did in the past. Segalman concludes that the migrant is still in the stream which "leads nowhere."

"Development of Human Resources Through a Vocationally-Oriented Educational Program for Disadvantaged Families in Depressed Rural Areas;" February, 1969. ERIC ED 022 967

To explore the degree of upward social and occupational mobility which could be expected from residents of rural, economically-deprived areas under existing circumstances, interviews were conducted with a random sample of 85 families from an economically depressed county and 30 severely disadvantaged families. It was recommended that business, industry, and education join forces in a planned, systematic attack on economic and social problems.

"Factors Involved in the Decision to Migrate and the Impact of Migration Upon the Individual and the Sender and Receiver Community;" Johnson, Ronald L, and James J. Kiefert, North Dakota University, Grandforks, February, 1968.

The results of the study support the view that migration is a necessary part of the occupational mobility process. Among the most important reasons for migration of the out-of-state respondents were occupationally-related items.

"Migration Into and Out of Depressed Areas;" U.S. Department of Commerce, Government Printing Office, Washington, D.C., September, 1964.

The volume of migration has varied over the years, being larger in prosperous periods than in recession periods. The response of migration to economic incentives is dependent on a number of attendant factors.

"Migration--Its Implications for the Development of Vocational Education ir a Rural Area;" 1968. ERIC ED 014 348

Migration is defined as the movement of people from one locality to another. Since rural migrants tend to have less successful occupational achievement than their urban counterparts, the necessity of vocational training is suggested for coping with the problem.

"Pupil Migration in the New York City Public Schools, 1955-56 to 1964-65;" 1968. ERIC ED 018 485

This statistical report traces the changing pattern of migration both into and out of New York City Schools over the past 10 years. A summary points out that the trend has been toward increasing inmigration, for the most part from within the Continental United States. The schools are faced with increasingly severe problems raised by the language and socio-economic handicaps of the in-migrants, most of whom are non-English-speaking from disadvantaged backgrounds. About one out of every ten New York City pupils requires a special instructional program.

"Regression Analysis of Interregional Migration in California;" Rogers, A., Review of Economics and Statistics, Vol. 49, May, 1967.

An attempt to set up an adequate statistical model for predicting moves of the migrant labor stream.

"Restless Americans;" Little, Clifton T., Public Affairs Pamphlet, Public Affairs Committee, Washington, D.C., 1936.

In the United States we have no history of planned migration. Mr. Little points out the fact that unguided migration in this country has, on the whole, improved the economic standing of the majority of the migrants.

"Seasonal Work Patterns of the Hired Farm Working Force of 1964;" Rapton, Avra, Department of Agriculture, Agricultural Economic Report No. 102, 1964.

Presents a number of statistical charts on the work patterns of all those hired for farm work on a seasonal basis, including migrant workers. Seasonality is related to work days and income and the various groups of hired farm workers are put in percentage form. Also presented is a month-by-month analysis of total hours of work by each of these groups.

"Seasonal Work Patterns of the Hired Farm Working Force of 1964;" Supplement, 1965, Rapton, Avra, Department of Agriculture, Agricultural Economic Report No. 102, 1965.

This supplement gives none of the general information provided in the 1964 publication, but serves to bring the statistics up-to-date.

"Spatial and Temporal Patterns of the Movement of Seasonal Agricultural Migrant Children into Wisconsin;" Lindsey, Herbert H., and Thomas W. Walton, 1962. ERIC ED 002 609

Useful means of anticipating the movements of migrant children include analysis of crops, the harvesting of which requires out-of-state workers, distributional maps of crop acreage, normal time schedules for crops, and information on agricultural developments. Such information assists in the planning of school programs.

Survey of Migrant Patterns; Entry #2811, Item 485, Publication 540, revised 1966, February, 1967.

A survey of domestic agricultural migrants in the U.S. counties in which an estimated 100 or more seasonal agricultural workers migrated into the area to work during the peak season are listed.

MIGRANT PROGRAMS

"Along the Migrant Stream;" Burr, E., Library Journal, Vol. 91, Jan. 15, 1966.

Explains how increased library services for the migrants have become available through federal funding from the Economic Opportunity Act and the Library Services and Construction Act.

Arizona's Annual Evaluation Report, Education Programs for Migrant Children; Arizona State Department of Public Education, Phoenix.

An annual evaluation report of the State of Arizona's Migrant Education Program for FY 1968. Each school district's program is described in detail. Numerous curriculum projects and procedures are described, as well as innovative projects. Objective and subjective measurements sections are included.

Basis for a Plan of Action for Improving the Education of Migrant Children; Lopex, Leo, California State Department of Education, Sacramento, January, 1967.

Summary of the recommendations from the conference on the education of migrant children in Sacramento, California, Sept. 23-24, 1966. Eighteen educational needs are identified: six for personnel, seven for facilities, six for programs, and six in supportive areas.

"California Migrant Master Plan, Progress Report, 1966;" 1966. ERIC RC 001 652

Describes progress of California's Migrant Master Plan during the 1965-66 fiscal year. Includes historical background information to show underlying problems.

"California Plan for the Education of Migrant Children;" California State Department of Education, Sacramento, 1968.

A progress report of educational activities in California's program for meeting the needs of migrant children. It includes evaluative data, descriptions of current projects, and recommendations for future projects.

"Center for Continuing Education, St. Petersburg;" Euckson, D. W., and A. Whittaker, University of South Florida, Tampa.

A description of a pilot project designed to train migratory workers for nonprofessional jobs, in this case, teacher aides. There is a summary of the project, including materials presented in the classes for the migrants.

"Coordination of Programs for Migrants, Working Paper for National Meeting on Migrant Problems;" 1968. ERIC ED 017 356

Title III-B of the Economic Opportunity Act of 1964 and Title I of ESEA represent the first major financial efforts directed toward the problems of educating migrant children. OEO has established literacy centers for adults and has made vocational training available to many migrants.

Department of Agriculture Extension Service, Pollock, Josephine, February, 1964.
A description of the work of the agricultural extension service to help migrant farm workers and other low-income families.

Dignity of Their Own. Helping the Disadvantaged Become First-Class Citizens; Koch, William H., Jr., 1966. ERIC ED 012 195
This book is a close-up view of the "low-status" agricultural worker based on and built around three actual case studies of the Migrant Citizenship Education Project. Conducted under a grant to the Division of Christian Life and Mission of the National Council of Churches, this project succeeded in establishing principles for self-help programs that could be used by any community in working with its underprivileged groups.

Educational Programs for Migrant Children; Arizona State Department of Public Instruction, 1967-68.
This report addresses itself to defining "most pressing needs of migrants" as being 1) to develop a feeling of well-being, security, and belonging, being welcome and wanted; and 2) health and welfare, food, clothing, and shelter.

Educational Programs for Migrant Children; Arizona State Department of Public Instruction, 1968-69.
States educational needs and aims of the program as follows: 1) increase ability of poverty-stricken youth to deal with frustration and dehumanization of poverty life; 2) provide experience of cultural education and positive human relationships that will enable them to break out of poverty, physically and mentally; 3) provide an accepting and controlled atmosphere so each participant can gain skills such as teamwork and community sensitivity; 4) provide individual instruction, especially in mastery of English; and 5) broaden interests and background, as well as develop the self-image, of the child.

"Discord Along the Rio Grande;" Evans, J. C., Christian Century, Vol. 86, March 26, 1969.
An assessment detailing the rôle of the churches and naming a few of the chief participants among the clergy who are actively engaged in helping the migrant. Methods of help are described.

"Evaluation of Title III-B Migrant Project, Office of Economic Opportunity in Collier County, Florida;" 1967. ERIC ED 010 961
This document contains the author's observations of, and recommendations for, the Collier County Schools' Title III-B Migrant Program. He describes the schools, teachers, classes, environmental conditions, and community agencies which are helping migrant children achieve self-fulfillment.

"Evaluation Report for Migrant Program, School Year 1966-67. Title I ESEA;" 1967. ERIC ED 014 349

The primary purpose of this program was to effect changes in the level of development of the educationally and culturally deprived migrant children in the three school districts in Collier County Schools, Florida. The most pressing needs of migrant children were diagnosed as an inadequate command of the English language, nutritional and health deficiencies, reading disability, and parental apathy combined with financial insecurity.

"Governor's Task Force on Migrant Farm Labor;" Office of the Governor, Trenton, New Jersey, 1968.

A description and analysis of the present status of the migrant worker in New Jersey. Housing, education, social and economic welfare are considered.

"Guidance for the Education of Migrant Children as Authorized Under Public Law 89-750, Title I, Elementary and Secondary Education Act of 1965;" 1968. ERIC ED 020 851

California plans to establish a statewide program, by region, for the education of migrant children. These guidelines contain regional maps and organizational charts indicating lines of responsibility, while staffing patterns and interrelationships are given for administrative, supervisory, advisory, and coordinating personnel.

"A Guide for Programs for the Education of Migrant Children;" May, 1969. ERIC ED 025 339

Guidelines for programs related to the education of migrant children in Texas are outlined. The document concludes with recommended eligibility and parental permission forms.

"Handbook for the Florida Migratory Child Compensatory Program, Program Established under the Provisions of Title I, ESEA;" 1968. ERIC ED 015 032

The Florida State Department of Education has established a statewide comprehensive educational program for agricultural migrant children. In developing this program, every effort has been made to coordinate the services and efforts of other agencies which have been and still are active with agricultural migrants.

"A Helping Hand;" 1967. ERIC ED 002 431

New York State's program of aid for its interstate agricultural workers is presented. The New York State Interdependent Committee on Farm and Food Processing Labor was organized. The Committee is drawn from seven state departments; their combined resources provide services for seasonal workers in the fields of health, housing, child care education, working conditions, and safety. Local welfare and health authorities, civic groups, and social service agencies pool their resources for effective work at the local level. They draw on the State Government for help and in turn assist the various state agencies in attuning their efforts to local conditions. The Joint Legislative Committee on Migrant Labor gives aid in introducing or updating laws affecting the seasonal workers.

"Home Education Livelihood Program in New Mexico for Underemployed Seasonal Agricultural Workers;" 1965. ERIC RC 000 139

Describes an adult and family education program which includes basic child care and remedial instruction for economically disadvantaged Spanish-American and Mexican-American agricultural workers.

"Increasing the Competence of In-Migrant Pupils by Improving Teaching and Community Services;" 1968. ERIC ED 020 253

Proposed is a 5-year educational improvement program for culturally different pupils. Activities involve inservice education for classroom teachers, guidance, instructional innovations, and after-school programs for children.

"Invisible Poor of the Garden State;" Gogen, J. F., *Commonweal*, Vol. 86, Sept. 8, 1967.

A detailed account of the personal living conditions within most migrant labor camps in New Jersey. Governor Hughes and the State Department of Education took action to aid migrants. In order to encourage attendance at school, a $20 per week state educational allowance for migrant children aged 12-16 was passed. Also, special summer school clinics are conducted for more than 1500 migrant children.

"Migrant Action Program, Annual Report--1967;" 1967. ERIC RC 001 882

Describes activities for migrant workers and their children which include nursery services, day care services, child care education programs, adult education programs, and family health clinics. Financial analysis and population statistics are included.

"Migrant Education in New York State;" Nelson, N. A., *New York State Education*, Vol. 53, May, 1966.

A look at the migrant situation in general terms and what has been done about it, particularly in New York State. Recommendations include more work by a "domestic Peace Corps," portable schools, and a network of regional schools, all staffed to handle the migrants.

"Migratory Labor in Ohio Agriculture;" Ohio Department of Industrial Relations, Columbus, 1967.

This booklet, the 1966 report of the Governor's Committee on Migrant Labor, covers the year's program achievements and services rendered to migrant workers.

"New Mexico Projects for Migratory Children of Migratory Agricultural Workers, State Annual Evaluation Report for Fiscal Year 1967, Title I, ESEA Migrant Program;" 1967. ERIC RC 002 142

Consists of an analysis of program activity in eight migrant areas of New Mexico including procedure and materials used and testing results.

Opening Doors; Division of Curriculum and Instruction, Office of Elementary Education, Trenton, New Jersey, 1967.

This is a descriptive booklet summarizing progress of the New Jersey program for migrant workers; it covers the year's activities in education, nutrition, health, and social services.

"Out of Work in Ten Years;" Fey, H. E., Christian Century, Vol. 80, Oct. 9, 1963.

Describes what American churches are doing to help the migrant in a variety of ways. Also projects what the churches will have to do in the future to help the migrants who are being squeezed out of jobs.

"Problems of Children, Youth, and Education Among Mid-Continent Migrants;" 1968. ERIC ED 012 632

This document presents the results of a 1967 survey made in six Texas cities. Migrants were questioned regarding 1) family characteristics, movement, employment, earnings the previous year, family size, and cultural background, and 2) problems causing educational difficulties for their children.

"Program Guidelines for Children of Migratory Agricultural Worekrs;" 1968. ERIC ED 019 164

In order to provide an educational program for migrant children, four basic principles should be considered: 1) affection is a basic need of children, 2) every individual has the potential to grow in his own way, 3) growth is interrelated with readiness, and 4) each child must be provided with a series of meaningful experiences. Project objectives, evaluative criteria, and guidelines for conducting migrant educational programs in Connecticut are presented.

"Project Move Ahead: Development of a Program for Students from Migrant Agricultural Families in the Public Schools of the Mesilla Valley, New Mexico;" 1968. ERIC ED 018 317

In the summer of 1967, work was initiated by three public school systems in southern New Mexico to provide an educational program for migrant agricultural families. Community agencies and the three school systems then determined priorities and constructed materials for the presentation of a daily radio program which was broadcast to all schools. The basic purpose of the educational program was to improve the self-concept of the migrant student and his family by means of broadcasts, follow-up activities, newsletters, and home-community contact.

"The Quiet Revolution;" U.S. Office of Economic Opportunity, U.S. Government Printing Office, Washington, D.C., 1966.

A summary of the various OEO projects. Descriptions of many programs are offered, and a brief two-page section treats the migrant as he is affected by the Office of Economic Opportunity.

"Regional Migrant Education Demonstration Project: A Report;" California State Department of Education, Sacramento, 1967.

This document reports the objectives, structure, and services of a 1967 Regional Demonstration Project involving three California counties. The project is presented as a feasible program which could be implemented by other regions in California or in the nation.

"Review of Union District Migrant Education Project (San Jose, California, 1966), Narrative Progress Report;" Mathews, Berkley, 1966. ERIC RC 002 151

Evaluates a migrant education project from May 30 to Sept. 15, 1966, for 100 migrant children, ages 6 to 12. Nine functional areas are evaluated with recommendations and suggestions for future projects.

"The Second Annual Report of Title I of the Elementary and Secondary Education Act of 1965 School Year 1966-67;" 1967. ERIC ED 021 946
This report overviews and summarizes the findings of studies of nationwide Title I programs during the 1966-67 school year. It has been found that there were increases in expenditures for instructional services and the purchase of equipment, and more states invested in the programs than during the previous year. A new survey instrument for obtaining data on Title I participants during their third year of operation is also briefly described.

"Roots for the Rootless;" *Christian Century*, Vol. 80, May 15, 1963.
The number of migrants in agriculture will decline significantly over the next few years, but as this happens, the plight of the migrant will get worse. The church has begun pilot projects to help the migrant get settled.

"School Grants for Migrants;" *Saturday Review*, Vol. 50, July 15, 1967.
Reports the fact that federal money is available for schools along the migrant path and also gives an assessment of a few programs in operation, some good, some bad.

Selected State Programs in Migrant Education; U.S. Department of Health, Education, and Welfare, Washington, D.C., 1963.
A short review of state programs in Colorado, New York, Ohio, Oregon, and Pennsylvania, this article defines certain specific problem areas and areas of needed research. One means of improving education programs for these children lies in growth of make-up summer school programs. Administrative organizational problems are studied.

"A Special Program for In-Migrant and Transient Children in Depressed Areas;" 1968. ERIC ED 020 251
Proposed is the establishment of six experimental centers in Milwaukee to which in-migrant children would be referred when applying for public school admission. Because the schools face so many problems in properly placing these children, entry would be into an orientation center which would study, test, and offer remediation when necessary. Later, the children would be shifted to the appropriate regular or special classes.

"State of California Migrant Master Plan;" 1968. ERIC ED 013 681
This pamphlet includes instructions for preparing applications for migrant programs, and the fiscal policy controlling the program. The service supports a plan for migrants away from home, consisting of a program with the following services: 1) housing, 2) health, 3) day care, 4) education, 5) field and camp sanitation, and 6) rest stops.

"Statewide Help for Migrants;" Kavanaugh, S., *Michigan Education Journal*, Vol. 45, September, 1967.
A description of the first summer program held in Michigan for the

migrant. Outside consultants, State Department of Education facilities, university, facilities, and personnel were all utilized in the planning and implementing of this program.

"A Summary of the Office of Economic Opportunity Program for Migrant and Seasonal Farm Workers;" 1968. ERIC ED 013 161
Migrants and other seasonal farm laborers comprise one quarter of the nation's poor. Little action has been taken to alleviate the poor conditions of these workers until passage of the Economic Opportunity Act of 1964. OEO has approved grants for farm worker antipoverty programs in 35 states. The grants have placed a high priority on education.

"Task for a Peace Corps;" Karracker, C., Christian Century, Vol. 80, Feb. 20, 1963.
The President of the Pennsylvania Citizens Committee on Migrants details a proposal to have significant numbers of volunteers (Domestic Peace Corps) to help the migrant worker.

"Texas Migrant Labor, The 1966 Migration;" March, 1967. ERIC ED 013 157
The calendar year 1966 was the second full year in which no braceros were imported from Mexico. Some 104,000 persons migrated from Texas for seasonal farm labor in other states. Of this number there were 36,000 youths under sixteen. In the fall of 1963, the Texas Education Agency instituted special six-month migrant educational programs in five South Texas school districts. During the summer of 1966, pre-school courses were conducted for 20,000 non-English-speaking children. Many of these programs were coupled with OEO, which provided nutritional, health, and special services in addition to education.

"Texas Project for the Education of Migrant Children;" March, 1969. ERIC ED 023 505
An overall evaluation of the 1966-67 Texas Project for the Education of Migrant Children is found in this report, along with evaluation of the summer, 1967 Texas Migrant Interstate Cooperation Project, and the Migrant Compensatory Education Project. Narrative reports on specific aspects of the projects and examples of evaluative materials used are included.

"Title III-B Migrant Non-Curricular Supportive Educational Program;" 1966. ERIC RC 000 701
Consists of a supportive educational program for a minimum of 3,000 migrant children, and intensive basic adult education and in-service training program for 100 adult migrants, a work-study program for 100 in-school migrant children, and a food program to supplement inadequate diets of these children.

"United Migrant Opportunity Services, Inc., Providing Educational Opportunities for Migrant Farm Workers and Their Families in 17 Wisconsin Counties: Annual Report, 1967;" 1967. ERIC RC 002 339
Presents the accomplishments of an OEO-funded program which provides

adult basic education, day care services, and vocational training and placement for migrant workers. Reactions of participants and reports by individual coordinators are included.

Vista Fact Book; Office of Economic Opportunity, June 15, 1969.
Provides current information on Vista projects--names of projects along with names and telephone numbers of local sponsors. It is divided by state and each state is subdivided by types of projects being undertaken. For example, Alabama has eight Vista projects, but none deal with the migrant.

"Welcome Stranger!...Goodbye Friend;" Harper, Thelma H., Bulletin 258, Entry #18613, July, 1964.
Proposals for community action to improve living and working conditions for seasonally employed agricultural migrants. Included is a list of selected reference materials for community action programs, including organization, function, relationships to other organizations.

"What Chicago Does for the Mobile Family;" 1968. ERIC ED 014 783
Chicago has implemented a number of programs designed to provide quality education to pupils from migrant families. The Board of Education has utilized a number of existing projects. New approaches are being sought to improve and supplant the existing projects.

4